OISE/UT LIBRARY

DISE

BULLETIN 1976-7

[illegible]
[illegible]
[illegible] in Education

Digitized by the Internet Archive
in 2026 with funding from
University of Toronto

https://archive.org/details/oisebulletin197600onta

Carolyn Bosley

OISE BULLETIN 1976/77

Graduate Degrees in Education
University of Toronto/The Ontario Institute
for Studies in Education

OISE Bulletin 1976/77

Graduate Degrees in Education
University of Toronto/The Ontario
Institute for Studies in Education

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

Contents

Academic Calendar: 1976/77 v
Board of Governors ix
Administrative Officers xi
The Ontario Institute for Studies in Education 1

GENERAL INFORMATION 2

Application for Admission 2
Registration for All Programs 4
Admission Tests, Examinations, and Grades 6
Fees and Student Financial Awards 9

GENERAL REQUIREMENTS FOR DEGREES 19

Courses of Instruction 19
Interdepartmental, Interdisciplinary, and Special Purpose Programs in Educational Theory 20
Master of Education 20
Master of Education for Special Purposes 22
Master of Arts 22
Doctor of Education 23
Doctor of Philosophy 24

ACADEMIC STAFF 140

INDEX 145

Departments

ADULT EDUCATION
Page 29

APPLIED PSYCHOLOGY
Page 39

COMPUTER APPLICATIONS
Page 63

CURRICULUM
Page 67

EDUCATIONAL ADMINISTRATION
Page 81

EDUCATIONAL PLANNING
Page 93

HISTORY AND PHILOSOPHY OF EDUCATION
Page 103

MEASUREMENT AND EVALUATION
Page 115

SOCIOLOGY IN EDUCATION
Page 121

SPECIAL EDUCATION
Page 129

HIGHER EDUCATION
Page 135

1976

JANUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

MARCH

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1977

JANUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Academic Calendar

1976

February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1976/77 Regular Session (full-time students only) *Note:* While applications will be received after this date, no guarantee of either a possible admission or eventual receipt of financial award can be made
February 15	Deadline for course changes in second half-year
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for submitting Application for Admission forms for the 1976 Summer Session *Note:* Applicants for admission to the part-time M.Ed. program in Adult Education and Counseling, Guidance and Counseling, and Special Education in either the Summer Session or the Regular Session must apply by this date
March 22–26	Midwinter break in the Ontario school system (OISE classes canceled)
April 9	Last day of lectures, Regular Session
April 12–14	Examinations, Regular Session
April 16	Good Friday (offices closed)
April 19	Easter Monday (offices closed)
April 26*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1	Application for Admission forms for the 1976/77 Regular Session available from this date (part-time students only)
May 5†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 24	Victoria Day (offices closed)
May 31	Final date for submitting Tentative Program of Study forms to the Office of the Coordinator of Graduate Studies
June	Spring Convocation (to be announced)
June 10	Final date for submitting Application for Admission forms for the 1976/77 Regular Session (part-time students only); this date applies to courses for both the first and second half-years of the 1976/77 Regular

	Session. Maximum enrollment may be reached in some classes before this date (see note under March 15)
July 1	Official commencement of the University year
July 1	Dominion Day (offices closed)
July 5	Summer Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for M through Z
July 6	First day of lectures, Summer Session
July 9	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged
July 15	Deadline for course changes in Summer Session
August 2	Civic Holiday (offices closed, classes canceled)
August 13	Last day of lectures, Summer Session
August 16, 17	Examinations, Summer Session
September 6	Labour Day (offices closed)
September 8	Regular Session Registration, 10:00 a.m. to 1:00 p.m. (full-time students only)
September 11	Regular Session Registration, 9:30 a.m. to 12:00 p.m. for all students whose surnames begin A through L and 1:30 p.m. to 4:00 p.m. for M through Z (part-time students only)
September 13	Lectures begin
September 17	Fees: If Regular Session fees are not received by this date, students must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20
October 10*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Fall Convocation
October 11	Thanksgiving Day (offices closed, classes canceled)
October 24*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 24†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
October 31	Deadline for course changes in first half-year
November	Fall Convocation (to be announced)
November 1	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
December 10	Last day of lectures of first half-year courses
December 13, 14	Examinations in courses completed in the first half-year of the Regular Session

1977

January 3	Courses for the second half-year of the Regular Session begin
January 15	Final installment of M.A. and Ph.D. fees (without further notice)
January 23*	Final date for students who hold dual registration as candidates for both master's and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 23*	Final date for reclassification of Special Students to degree candidacy
January 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at the February meeting of the Governing Council
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1977/78 Regular Session (full-time students only) *Note:* While applications will be received after this date, no guarantee of either a possible admission or eventual receipt of financial award can be made
February 15	Deadline for course changes in second half-year
February 15	Application for Admission forms for the Summer Session available from this date
March 15	Final date for submitting Application for Admission forms for the 1977 Summer Session *Note:* Applicants for admission to the part-time M.Ed. program in Adult Education and Counseling, Guidance and Counseling, and Special Education in either the Summer Session or the Regular Session must apply by this date
March	Midwinter break in the Ontario school system (dates to be announced for cancellation of OISE classes)
April 7	Last day of lectures, Regular Session
April 8	Good Friday (offices closed)
April 11	Easter Monday (offices closed)
April 12–15	Examinations, Regular Session
April 26*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1	Application for Admission forms for the 1977/78 Regular Session available from this date (part-time students only)

May 2†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 23	Victoria Day (offices closed)
May 31	Final date for submitting Tentative Program of Study forms to the Office of the Coordinator of Graduate Studies
June	Spring Convocation (to be announced)
June 10	Final date for submitting Application for Admission forms for the 1977/78 Regular Session (part-time students only); this date applies to courses for both the first and second half-years of the 1977/78 Regular Session. Maximum enrollment may be reached in some classes before this date (see note under March 15)

* The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

† Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡ A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1976)

Chairman:

SAMUEL L. G. CHAPMAN, *B.A.*

Vice-Chairman:

TAYLOR H. EVANS, *B.Sc., M.Sc., Ph.D., F.C.I.C.*

Secretary-Treasurer:

CLIFFORD C. PITT, *B.A., B.Paed., M.A., Ph.D.*

Members:

Representatives of Teacher-Training Institutions:

JAMES T. ANGUS, *B.A., M.Ed., Ph.D.*
Dean of the Faculty of Education, Lakehead University

A. STUART NEASE, *B.A., M.A., F.C.C.T.*
Dean of the Faculty of Education, University of Windsor

VERNON S. READY, *B.A.*
Dean of the Faculty of Education, Queen's University

Representatives of the University of Toronto:

W. HOWARD RAPSON, *M.A.Sc., Ph.D., F.R.S.C., F.C.I.C., P.Eng.*
Professor of Chemical Engineering

PETER H. RUSSELL, *B.A., M.A.*
Principal, Innis College

Representatives of Other Ontario Universities:

ROBERT L. R. OVERING, *B.A., M.A., Ph.D.*
Dean of the Faculty of Education, York University

WILLIAM S. TURNER, *B.A., LL.D.*
Assistant to the Vice-President (Academic) and Provost, University of Western Ontario

Representatives of the Ontario Ministry of Education:

MARY R. BARCLAY, *B.A., B.Ed.*
Director, Budget Services Branch

GORDON D. BERGMAN, *B.A., M.Ed., Ph.D.*
Educational Officer, Curriculum Services Branch

DOROTHY H. M. DUNN, *B.Paed., M.A.*
Educational Officer, Teacher Education and Certification Branch

GÉRARD J. M. RAYMOND, *B.A.*
Chairman, Council on French Language Schools

Representatives of the Ontario Teachers' Federation:

JEAN J. ACETI, *B.A., M.Ed.*
Department Head, Teacher, Garson-Falconbridge Secondary School, Garson

HAZEL FARR, *B.A.*
Teacher, Elgin Avenue Public School, Simcoe

JOHN GIRHINY, *B.A., M.Sc., Ph.D.*
Dean of Program, Saint Thomas More Comprehensive School, Hamilton

WILLIAM A. JONES, *B.A., M.Ed.*
Secretary-Treasurer, Ontario Teachers' Federation

ERNEST W. LEE, *B.A., M.Ed.*
Principal, Drewry Public School, Willowdale

JACQUES SCHRYBURT, *B.A., M.Ed.*
L'Association des Enseignants Franco-Ontariens

Representatives of the Ontario School Trustees' Council:

ANDRÉ BORDELEAU, *B.A., B.Ed., M.Ed.*
Kapuskasing Separate School Board

HAROLD E. CROWDER
Sault Ste. Marie Board of Education
TAYLOR H. EVANS, *B.Sc., M.Sc., Ph.D., F.C.I.C.*
Wellington County Board of Education
EUGENE E. JACOBS, *B.Comm.*
York County Separate School Board

Representatives of the Ontario Association of Education Officials:
SAMUEL L. G. CHAPMAN, *B.A.*
Director of Education, York County Board of Education, Aurora
DUNCAN GREEN, *B.A.*
Director of Education, Toronto Board of Education
GABRIEL E. SEGUIN, *B.A., M.S.*
Director of Education, Essex County Board of Education, Leamington

Residents of Ontario:
VINCENT BARSONA
Private citizen, Orleans
BARRIE-ANN BERGSMA, *B.A.*
Private citizen, St. Catharines
NANCY ERICKSON, *B.A.*
Private citizen, Thunder Bay
WILLIAM H. GERHART, *L.D.S., D.D.S.*
Chairman of the Board of Governors, Georgian College of Applied Arts and Technology, Barrie
IRVING R. GERSTEIN, *B.Sc.*
Executive Vice-President, Peoples Jewellers
ELISE GROSSBERG, *M.A.*
Private citizen, Toronto

Institute Staff:
CLIVE M. BECK, *B.Ed., B.A., Ph.D.*
Coordinator of Graduate Studies and Chairman, University of Toronto Graduate Department of Educational Theory
DAVID W. BRISON, *B.A., M.A., Ed.D.*
Coordinator of Research and Development Studies
ROBIN H. FARQUHAR, *B.A., M.A., Ph.D.*
Assistant Director
CLIFFORD C. PITT, *B.A., B.Paed., M.A., Ph.D.*
Director
IAN WINCHESTER, *B.Sc., B.Phil., D.Phil.*
Chairman, Department of History and Philosophy of Education

Administrative Officers

THE UNIVERSITY OF TORONTO

JOHN R. EVANS, *M.D., D.Phil., F.R.C.P.(C), LL.D.*
President

ROBERT H. BLACKBURN, *M.S., LL.D.*
Chief Librarian

SCHOOL OF GRADUATE STUDIES THE UNIVERSITY OF TORONTO

A. EDWARD SAFARIAN, *Ph.D.*
Graduate Dean

LEO ZAKUTA, *Ph.D.*
Associate Dean, Division II (including Educational Theory)

JEAN E. GORDON, *B.A.*
Secretary

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

CLIFFORD C. PITT, *Ph.D.*
Director

ROBIN H. FARQUHAR, *Ph.D.*
Assistant Director

OFFICE OF THE COORDINATOR OF GRADUATE STUDIES

CLIVE M. BECK, *Ph.D.*
Coordinator of Graduate Studies and Chairman, University of Toronto Graduate Department of Educational Theory

J. GLENN SCOTT, *Ed.D.*
Assistant Coordinator of Graduate Studies

SABIR A. ALVI, *Ph.D.*
Associate Professor

DONALD H. BRUNDAGE, *Ed.D.*
Associate Professor

STEPHEN B. LAWTON, *Ph.D.*
Associate Professor

MARGARET HAMBLY, *B.A.*
Registrar

PATRICIA A. BUITENHUIS
Administrative Officer

JOYCE W. WOOD
Administrative Officer

OTHER ADMINISTRATIVE OFFICERS OF THE INSTITUTE

MARK HOLMES, *Ph.D.*
Coordinator of Field Development

DAVID W. BRISON, *Ed.D.*
Coordinator of Research and Development Studies

STACY CHURCHILL, *Ph.D.*
Assistant Coordinator of Research and Development Studies

JOHN H. HOUSE, *Ph.D.*
Academic Services Officer

Department Chairmen

ALAN M. THOMAS, *Ph.D.*
Adult Education

CLIFFORD M. CHRISTENSEN, *Ph.D.*
Applied Psychology

WILLIAM P. OLIVIER, *Ph.D.*
Computer Applications

F. MICHAEL CONNELLY, *Ph.D.*
Curriculum

THOMAS R. WILLIAMS, *Ph.D.*
Educational Administration

JOSEPH P. FARRELL, *Ph.D.*
Educational Planning

IAN WINCHESTER, *D.Phil.*
History and Philosophy of Education

SHIZUHIKO NISHISATO, *Ph.D.*
Measurement and Evaluation

EDWARD B. HARVEY, *Ph.D.*
Sociology in Education
HARRY SILVERMAN, *Ph.D.*
Special Education

Division Heads

JOHN R. MAIN, *B.Ed.*
Head, Publication
ROBERT J. BUCKLEY, *M.B.A.*
Superintendent, Finance
SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian

Field Development Centre Heads

H. HOWARD RUSSELL, *Ed.D.*
OISE Central Ontario Centre
PETER J. EVANS, *M.A.*
(Administrative Head)
OISE Midnorthern Centre
JOHN DAVIS, *Ph.D.*
OISE Midwestern Centre
HENRY G. HEDGES, *Ed.D.*
OISE Niagara Centre
JOHN CLIPSHAM, *Ph.D.*
OISE Northeastern Centre
JOHN A. MCKEOWN, *B.A.*
OISE Northwestern Centre
DAVID S. IRELAND, *Ph.D.*
OISE Ottawa Valley Centre
KENNETH A. LEITHWOOD, *Ph.D.*
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is charged with responsibilities both as a graduate school of education and as a research and development institute in the field of education, including activities for the dissemination of the results of educational studies. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the center of Toronto within the confines of the University campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The air-conditioned OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the new Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6,000 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrollment numbers about 575, of whom more than half are candidates for doctoral degrees.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up six standing committees to recommend policy in the areas of budget, graduate studies, research and development, media and communications, administrative services, and field development. Most relevant to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, and five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairman of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and OISE Application for Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

   Office of the Coordinator of
   Graduate Studies, OISE,
   252 Bloor St. W.,
   Toronto, Ontario M5S 1V6,

   addressing this request, according to the proposed field of specialization, to the advisor indicated below:

   Professor Sabir A. Alvi
   - Applied Psychology
   - Measurement and Evaluation
   - Special Education

   Professor Donald H. Brundage
   - Adult Education
   - Higher Education
   - Sociology in Education
   - Interdepartmental

   Professor Stephen B. Lawton
   - Computer Applications
   - Curriculum
   - Educational Administration
   - Educational Planning

   Professor J. Glenn Scott
   - History and Philosophy of Education

2. Requests for evaluation of admissibility should be accompanied by the following:

   (*a*) *three* official transcripts, bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

   (*b*) where applicable, three copies of documents attesting to professional education, teacher certification, and experience;

   (*c*) a score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);

   (*d*) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (see departmental section);

   (*e*) two letters of reference to support the application: use forms entitled Letter to Support Application for Admission and/or Student Financial Award, obtainable from the advisors referred to under (1) above;

   (*f*) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(*g*) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice. *Note:* Students from outside Canada whose mother tongue is not English must take an English language test. See page 6.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see pages 11 to 13). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment again if it has already been submitted.
4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, it will write the student to this effect; but it should be understood that this is a recommendation only. Enclosed with the Institute's letter will be a set of School of Graduate Studies Application for Admission forms. These School of Graduate Studies forms, together with an application fee of $10 (Canadian funds), should be returned *not* to the Institute, but to:
   The Secretary,
   School of Graduate Studies,
   University of Toronto,
   65 St. George St.,
   Toronto, Ontario M5S 1A1
5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.
6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.
7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which admission has been granted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all full-time degree programs must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1976/77 Session, which starts in September. While applications will be received beyond this date, no guarantee of either possible admission to full-time study or eventual receipt of financial award can be made. Many students accepted to a program may wish, or be expected, to commence in the 1976 Summer Session. At the time of tentative acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information.

An M.A. candidate in the Department of Educational Theory wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If students are unable to attend the session for which they have been accepted, but wish to postpone their acceptance to a later session, they must reapply and compete again with all other applicants for the later session.

M.ED. AND ED.D. CANDIDATES

Full-time M.Ed. and Ed.D.

Applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading "M.A. and Ph.D. Candidates." Potential Ed.D. applicants wishing an assessment of admissibility should follow these procedures also.

Ed.D. applicants should note that experience reveals that the process of application assessment and acceptance for study in the Ed.D. program, both part-time and full-time, is rather lengthy; further, a period of prerequisite study may be required. Accordingly, to allow adequate lead time for making arrangements for full-time resident study applicants are advised to initiate the application process well in advance of published deadlines.

Part-time M.Ed.
All inquiries pertaining to part-time M.Ed. study and requests for Application for Admission forms should be addressed to:

Miss M. Hambly,
Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor St. W.,
Toronto, Ontario M5S 1V6

The completed forms should be returned to the Office of the Coordinator of Graduate Studies together with the application fee of $10 (cheque made out to the University of Toronto in Canadian funds).

The forms for the 1976 Summer Session will be available February 15 and must be returned before *March 15*. Applicants for admission to the part-time M.Ed. program in Adult Education and Counseling, Guidance and Counseling, and Special Education commencing in either the Summer Session or the Regular Session must apply by this date also.

The forms for the 1976/77 Regular Session for part-time students (daytime and after-hours) will be available the first week in May and must be submitted before *June 10*, but note previous paragraph. (This date is absolutely final for courses to be taken in the second half-year, beginning in January, as well as for those to be taken in the first half-year.)

Part-time M.Ed. applicants are only required to submit items as outlined on pages 2 and 3 under number 2(*a*), (*b*), (*e*), (*f*), and (*g*); but in the case of (*e*), no official forms are needed. Please refer to the departmental sections for possible further documentation and requirements.

Part-time Ed.D.
Applicants must follow the procedures outlined under the subheading "Full-time M.Ed. and Ed.D." Please note that although the Ed.D. may be commenced on a part-time basis, a full year of resident study must be undertaken before completion of the degree.

Special Students cannot receive degree credit for courses taken under this category.

REGISTRATION

Student registration will take place as follows:

FOR THE 1976 SUMMER SESSION:
Monday, July 5, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for M through Z.

FOR THE 1976/77 REGULAR SESSION:
DAYTIME STUDENTS
Wednesday, September 8, at OISE, from 10:00 a.m. to 1:00 p.m.

AFTER-HOURS STUDENTS
Saturday, September 11, at OISE, from 9:30 a.m. to 12:00 p.m. for all students whose surnames begin with the letters A through L and from 1:30 p.m. to 4:00 p.m. for M through Z.

STUDY IN SUMMER SESSION

While March 15 is the last date for receiving applications for enrollment in the Summer Session, students would be well advised to enroll before that date since enrollment in most classes is limited. On this account, February 15 to March 15 has been established as a period of advance enrollment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors in the fall by the deadlines they set. Final grades will be mailed to students as early in November as possible.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1976/77 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes are encouraged to enroll for only one half-course. One half-course constitutes one-sixth of a normal load for a full-time student, and any load greater than that for a fully employed person is likely to be extremely heavy. The difficulty is not merely one of class hours, but of required reading, independent study, and assignments. In exceptional cases, however, following full discussion with and specific approval by a student's faculty advisor, a fully employed student may be permitted to undertake two half-courses (or one full course) after hours during the Regular Session. Where a student has permission to undertake two half-courses, it should be noted that the following patterns of study would be possible: (*a*) one half-course in each of the two half-years; (*b*) two half-courses that are offered for the full year; (*c*) one full course that is offered for the full year; or (*d*) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second half-year.

June 10 will be the last day for receiving applications for enrollment in these after-hours courses; this date applies to courses for both the first and second half-years of the 1976/77 Regular Session.

OFF-CAMPUS COURSES

Beginning with the 1972 Summer Session and continuing with succeeding Regular Sessions, OISE has offered a number of sections of certain courses leading to the existing University of Toronto degree of Master of Education. Off-campus courses are currently being offered in Kitchener-Waterloo, Peterborough, Barrie-Orillia, Sudbury, North Bay, and Timmins.

It must be noted that all of the course requirements for the M.Ed. degree cannot be completed through off-campus study; it is our hope, however, that these opportunities for study away from the University of Toronto campus will make it possible for students located at some distance from Toronto to undertake graduate studies in education more readily.

For details and plans concerning the courses likely to be offered at the existing off-campus centers during the 1976 Summer Session and the 1976/77 Regular Session, please consult the sections of this Bulletin for the departments of Adult Education, Applied Psychology, Curriculum, Educational Administration, History and Philosophy of Education, Measurement and Evaluation, and Sociology in Education.

FRANCO-ONTARIAN STUDIES

In 1972 a Franco-Ontarian section was established within the Institute to encourage and undertake work to meet the needs of the French-language community in the province.

A number of projects have been undertaken to date under priorities established by an advisory committee representative of interested groups within the province, and ratified by the Institute's Research and Development Standing Committee. In each region, local bodies have participated in the formulation of project objectives, and resource people drawn from schools, school boards, and universities have collaborated to bring the projects to fruition. Opportunities are available to French-speaking students and staff for in-service training and collaboration in curriculum development in the field.

French-speaking students may request advice and assistance from the Franco-Ontarian Studies section over their study programs. They should consult the section head if they have received approval from the Office of the Coordinator of Graduate Studies to write their theses in French.

COMPARATIVE AND INTERNATIONAL STUDIES IN EDUCATION AT OISE

An integrated set of courses in comparative and international studies in education is being developed jointly by interested faculty members and the OISE International Students' Association.

There are no formal graduate programs in international studies in education, but it is possible for some students to plan, in consultation with their advisors, programs that embrace their interests in this specialization.

The following faculty members have been involved in developing courses in this area and would be available for consultation:
James A. Draper, Adult Education
J. Roby Kidd, Adult Education
Garnet L. McDiarmid, Curriculum
Joseph P. Farrell, Educational Planning
Madan L. Handa, Educational Planning
David N. Wilson, Educational Planning
Willard Brehaut, History and Philosophy of Education
Gerald L. Caplan, History and Philosophy of Education
Vincent R. D'Oyley, Measurement and Evaluation
David W. Livingstone, Sociology in Education

In addition, informal information may be obtained through the International Students' Association.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must take an English-language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended, from either of the following:

English Language Institute,
University of Michigan,
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing Service,
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in the United States or any other English-speaking country) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Department of Measurement and Evaluation of OISE will administer this test on the dates given below. Application forms for permission to take this test can be obtained from the Office of the Co-ordinator of Graduate Studies, OISE, or from the MAT Officer, Department of Measurement and Evaluation, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer at least one week before the test date, although earlier submission is suggested.

A fee of $7.25 (subject to change) is payable at the time of the test. Payment may be made in cash or by cheque or money order, payable to the Ontario Institute for Studies in Education.

Only those who have applied or are planning to apply for admission to the Ontario Institute for Studies in Education will be eligible to write the Miller Analogies Test at the following times in 1976:

January 24	Saturday	2:00 p.m.
February 7	Saturday	2:00 p.m.
March 6	Saturday	2:00 p.m.
March 23	Tuesday	2:00 p.m.
March 25	Thursday	2:00 p.m.
April 1	Thursday	6:15 p.m.
May 11	Tuesday	2:00 p.m.
May 29	Saturday	2:00 p.m.
July 22	Thursday	5:00 p.m.
August 4	Wednesday	9:30 a.m.
November 13	Saturday	2:00 p.m.
December 4	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 928-3398 and 928-5340), for permission to take this test. The cost of writing the test at the University of Toronto is $7.25 (subject to change).

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada (or in the United States or any other English-speaking country) in the English language may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examinations are administered five times a year at the University of Toronto and at many other centers in Canada and as many as six times a year in some parts of the United States. The test centers and dates are given in the *GRE 1975-76 Information Bulletin*. The *GRE Bulletin* also contains information about the nature of the tests, arrangements for taking them, and score reporting procedures. Copies of the *GRE Bulletin* may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955-R, Princeton, New Jersey 08540, U.S.A. A registration form and return envelope accompany each *GRE Bulletin*. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special center. The registration fee for the GRE Aptitude Test is $10.50 (U.S.).

EXAMINATIONS AND GRADES

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. Examinations cannot be deferred to a later time. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. No student will be permitted to rewrite the examination in any course without attending the classes in that course again and paying fees as if it were an additional course. If a student fails in a course which is considered by the home department to be vital to the main content of the program, then the student must repeat that course in order to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Students who do not complete required term work in any course by the date set by the instructor will be regarded as having failed that course.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(*a*) The grading system has a primary classification of A, B, and F, which have the following meanings attached to them:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(*b*) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and — to signify a grading within each class from high to low, and will assign letter grades of A+, A, A—, B+, B, B—, or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A—	7 points
B+	6 points
B	5 points
B—	4 points

A course designated with a Z indicates that it will be given a Pass/Fail grade.

In addition to letter grades instructors will, at the request of the student, provide the student and the Office of the Coordinator of Graduate Studies with a written appraisal of the student's scholarly performance in a course for inclusion in the student's file. These written appraisals will be made available to external agencies or institutions by the Office of the Coordinator of Graduate Studies only if the student so requests. Conferences between the professor and student concerning the final grade in a course are to be held at the request of either the student or professor.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of the Coordinator of Graduate Studies is notified by the appropriate dates of any changes in courses, of grades assigned by instructors, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of the Coordinator of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

COURSE CHANGES IN STUDENT PROGRAMS

The deadlines beyond which courses cannot be changed are October 31 for first half-year courses and courses running all year, February 15 for second half-year courses, and July 15 for Summer Session courses. If a course is dropped after these dates it will remain on the transcript as an "Incomplete." There can be no changes – additions, deletions, substitutions – after the above dates. An incomplete grade can be removed only by a passing mark or an "F" (failure) assigned to that course. If a student has a number of incomplete courses, others must be added to fulfill the degree requirements.

TRANSCRIPTS

B.Ed. candidates, up to June 1967, may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 65 St. George St., Toronto, Ontario M5S 1A1 (telephone: 928-2383). A fee of $1 is charged and 25¢ for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. Payment must be by certified cheque, money order, or personal cheque, in Canadian funds, made out to the University of Toronto. Fees should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed below, are subject to change by the Governing Council of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FULL-TIME STUDENTS

The basic fee per academic year of full-time study is the same for all students – M.Ed., M.A., Ed.D., Ph.D., and Special Students – $651.50. This fee includes:

Academic fees	$600
Health Service	$ 12
Graduate Students' Union	$ 17.50
Hart House	$ 22

Full-time M.Ed. Students

In the case of students accepted into

regular eight half-course M.Ed. programs, the academic fee of $600 is divided into two parts, $450 for the Regular Session and $150 (plus a Student Activity Fee of $5) for the Summer Session.

In the case of students accepted into a ten half-course M.Ed. program, the academic fee of $600 will be augmented by the cost of two additional half-courses plus required incidental fees.

It should be noted that regardless of the pattern of undertaking courses the full academic fee for either the eight half-course or the ten half-course M.Ed. program will be levied.

Full-time Ed.D. Students
In the case of Ed.D. candidates commencing their program on a full-time basis, the academic fee is $651.50 (including $51.50 for incidental fees).

Ed.D. candidates commencing their program on a part-time basis pay $75 per half-course plus incidental fees. The academic fee for part-time courses will be deducted from the full-time fee when the residence year of full-time study is undertaken.

Full-time M.A. and Ph.D. Students
For an M.A. or Ph.D. student whose program includes a Summer Session following the Regular Session, no additional fee for Summer Session is required beyond the fee of $651.50 paid for the academic session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, $155 (including a Student Activity Fee of $5) for the Summer Session and $450 for the Regular Session.

Dual Registration Fee for M.A. and Ph.D. Candidates
If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. in Educational Theory, and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of $150 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee: M.A., Ed.D., and Ph.D. Candidates
M.A., Ed.D., and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. If they do not, the degree candidacy may lapse. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

Reregistration Fee: M.Ed. Candidates
M.Ed. candidates who have undertaken all the course requirements for the degree but not completed these requirements within the academic calendar year of enrollment in the final course(s) must reregister each year until the completion of the degree. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

PART-TIME STUDENTS

One graduate course (including required incidental fees of $20.75)	$170.75
Each additional course	$150
One half-course (including required incidental fees of $14.75)	$ 89.75

For M.Ed. reregistration fee, see this column above.

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of $5)	$ 80
Two half-courses (including Student Activity Fee of $5)	$155

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 17, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of November 1, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 4 will be assessed a late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

For M.Ed. and Ed.D. candidates, rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students.

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

The Ontario Institute for Studies in Education offers student financial awards to support programs of full-time graduate study.

The student must qualify for an award on the basis of academic ability and professional promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of the OISE home department.

It is important to note that an OISE service award offered by the Institute is for the specified amount and does not cover payment of fees. This is the responsibility of the student, who must be in a financial position to fulfill this obligation at the beginning of the academic year.

For further information and application forms, write the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, addressing this request, according to the proposed field of specialization, to the appropriate advisor indicated on page 2. Completed applications should be submitted before February 1, 1976.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $1,250 per term. Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available from the Office of the Coordinator of Graduate Studies, OISE, and from the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 1C6. The deadline for submitting applications is December 1, 1975 for the 1976/77 academic year.

CANADA COUNCIL AWARDS

Canada Council awards in the humanities and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $5,000 for individuals in the first two years of a doctoral program and up to $6,000 after completion of the first two years of such a program.

Application forms are available as follows:

(*a*) For students currently enrolled in a graduate program: their OISE home department. Closing date announced by home department in the fall.

(*b*) For renewal of Canada Council awards: Awards Service, The Canada Council, P.O. Box 1047, Ottawa, Ontario K1P 5V8. Closing date is January 15 for the following academic year.

(*c*) For new full-time students: as in item (*b*) above, except closing date is December 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $6,000 each for advanced graduate study in education. The first, The Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS – $5,000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $9,000 payable over two years to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Awards provide up to $3,500 to assist members in financing postgraduate studies leading to a master's degree in educational studies. Candidates for the awards must be voluntary or statutory members of OPSMTF.

For more information and application forms contact the OPSMTF Scholarship Committee, Ontario Public School Men Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for applications is February 1. All supportive documents, including transcripts and other relevant materials, must be submitted by February 28.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totaling $18,000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP – $2,000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available in amounts up to $4,000. A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

LIBRARY

The Institute Library houses a collection of 350,000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 3,500 serial titles are available. There are complete holdings of such document series as ERIC on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

The Instructional Materials Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers are available.

A Library Guide is distributed to all students at registration; the Circulation staff is available to explain loan, renewal, and reserve procedures.

Guides to special services and parts of the collection are issued and updated periodically. Special orientation classes for special topics, parts of the collection, and/or special services may be arranged through the course instructor and the Librarian for Public Services.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections.

AUDIOVISUAL EQUIPMENT

OISE's Media Services offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit room N412 or call ext. 525.

COMPUTER FACILITIES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and internal courses in computer applications are available.

General-purpose batch processing for data analysis and quick-turnaround batch facilities for program debugging are provided through a high-speed cardreader/printer terminal to an IBM 370/165-II computer at the University of Toronto Computer Centre. Access to other outside batch and time-shared services can be arranged as necessary. Time on outside systems as well as keypunching services are available for allocation to qualified users in OISE for work on approved projects.

The Computing Services Group operates an in-house DECSYSTEM-10 computer. This is primarily used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and small-scale data analysis. Typewriter-like terminals are located around the Institute and the system is available to all Institute students and staff.

PUBLICATION DIVISION

The Publication Division provides publication services to the Institute for its formal publications programs and ongoing research and development activities. Services such as editing, design, production, printing, and copying are provided. In addition, a promotion section undertakes a wide program of dissemination of the Institute's materials to educators.

OISE CAREER SERVICES

OISE Career Services is a program of career counseling and placement operated by the Office of the Coordinator of Graduate Studies. It offers the student program counseling from a career viewpoint and employment information of specific relevance to the career aspirations of those enrolled at OISE. In the Office of Career Services, Room S1060, the student will find résumé guidance; listings of part-time, summer, and permanent jobs; listings of potential employers, with descriptions of the professional qualifications they require; listings of possible practicum and internship settings; and an individualized career counseling service. Students are encouraged to register with OISE Career Services early in their graduate program so that employment information may be brought to their attention.

Students also interested in employment outside the field of education are encouraged to register at the same time with the University of Toronto Career Counselling and Placement Centre.

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W., 4th floor, offers individual and group career and vocational counseling. It will assist the student in securing summer, part-time, temporary, and permanent employment, and provide information about employment openings in many areas. All students should feel free to discuss their employment problems with the Centre's career counselors.

Another activity of the Career Counselling and Placement Centre is the Confidential Dossier Service. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments.

LIVING ACCOMMODATION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $1,375. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

A listing of residences is provided on page 16.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 928-5361.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students through both clinical and infirmary services. Psychiatric consultation is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave., Toronto, Ontario M5S 1A1.

Students from outside Ontario, as well as from outside Canada, are advised to apply for medical and hospital insurance as soon as they arrive in the province. Full details of available coverage can be obtained from the Health Service.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad, and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with officials in education from other countries. On the other, we

---

Residence / Address / Apply to:

Men:

Devonshire House,* 3 Devonshire Place. Dean of Men 928-2515
Trinity College, Hoskin Ave. Secretary 928-8680
Wycliffe College,† Hoskin Ave. Dean of Residence 920-1816
St. George Graduate Residence, 321 Bloor St. W. Secretary 928-4885
New College,* 21 Classic Ave. Dean of Men 928-2464
Massey College, Devonshire Place. Secretary 928-2890
St. Michael's College,* 50 St. Joseph St. Accounting Office 921-3151
Knox College,† 59 St. George St. Principal 923-7809

Women:

Loretto College,* 70 St. Mary St. Dean of Women 928-2833
Massey College, Devonshire Place. Secretary 928-2890
New College,* 40 Willcocks St. Dean of Women 928-8875
St. George Graduate Residence, 321 Bloor St. W. Secretary 928-4885
St. Joseph's College,* 90 Wellesley St. W. Dean of Women 924-2121
Whitney Hall,* 85 St. George St. Dean of Women 928-2530

Married Students' Accommodation; Co-operative Residences:

Married Student Apts., 30 & 35 Charles St. W.
Inquire at University Housing Service, 49 St. George St.

Campus Co-operative Residence, Inc., 395 Huron St. 964-1961

Tartu, 310 Bloor St. W. Manager 925-4747 consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to students who plan to return to their own countries on completion of their studies.

---

* Available in the summer only.

† Available in the winter only.

Note: All addresses for application are in the Toronto postal area.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The newly established office to coordinate International Education at OISE, headed by Dr. K. F. Prueter, promotes and encourages interest of both staff and students in this area by arranging guest speakers, seminars, and colloquia; by maintaining and distributing an up-to-date list of academic resources; and by providing information on bursaries and scholarships available to both international and Canadian students interested in international education. The office is also responsible for facilitating a cooperative relationship between OISE and other agencies and institutions both inside and outside Canada that are interested in this field.

Of special interest will be the OISE North York SHARE Program, which is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. D. H. Brundage, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Ms. Elizabeth Paterson is Acting Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be sent to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

(*a*) To promote the welfare and interests of full-time, part-time, and special students at OISE.

(*b*) To represent OISE students in matters of their interest.

(*c*) To initiate, sponsor, and promote athletic, cultural, and social events of interest to OISE students.

(*d*) To coordinate the governmental activities of students in the various departments and decision-making bodies of the Institute.

(*e*) To promote and maintain communications between students and administration.

(*f*) To provide responsible student government at OISE.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (local 728) or drop by the Association's office located in S1060.

OISE INTERNATIONAL STUDENTS' ASSOCIATION

A newly formed association of international students has been established to promote the academic, social, and personal needs of international students and all other students interested in international studies in education. A constitution to govern the association is currently being developed. For further information contact the President, Ms. Joya Sen.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

For detailed instructions regarding application and registration procedures, see pages 2 to 8.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an X following the course number, e.g., 1700X. A full course is indicated if the course number is not followed by an X. The first two digits designate the department, e.g., the 17 in 1700X and the 37 in 3706X refer to the Department of Educational Planning.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. Further, the student is required to have frequent consultation, *in person*, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent consultation, ideally once a week, can occur.

INTERDISCIPLINARY SPECIALIZATION IN EDUCATIONAL THEORY

Most degree programs in Educational Theory are defined in terms of a particular internal department (Adult Education, Applied Psychology, etc.), often with specific mention of a "parent" discipline such as psychology. Where students' interests are interdisciplinary in nature, however, it is appropriate for them, in consultation with their advisor, to construct a course of study that fulfills departmental requirements but nevertheless has an interdisciplinary focus, drawing upon course offerings from other OISE departments. The official program is still that of the students' home department, but the interdisciplinary emphasis can lead to a very meaningful and useful course of study. Students may, however, have to take the initiative in making arrangements for such a specialization in the first instance.

The following are examples of possible areas of interdisciplinary specializations in education: Comparative and International Studies, Canadian Studies, Early Childhood Education, Moral Education, Urban Education, Alternatives in Education. The list is not exhaustive, either with respect to what is currently being done at OISE or with respect to what might be done in the future. It is hoped that a wide range of specializations will be developed over the years in response to initiatives from both faculty and students.

Interdisciplinary specialization is clearly possible at both the master's and doctoral levels. It should be noted, however, that the M.Ed. for Special Purposes (see page 22) provides a particularly outstanding opportunity for such specialization.

INTERDEPARTMENTAL PROGRAMS IN EDUCATIONAL THEORY

In some cases the degree of specialization or individualization required by students is such that they are willing to give up the advantages of having a home department in order to enter upon a program that is formally interdepartmental. In this case they will belong to two or even three departments within Educational Theory, each of which must approve their admission.

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. D. H. Brundage, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career in professional education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(*a*) An undergraduate degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(*b*) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(*c*) At least one year of successful professional experience in education.

(*d*) A promising score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section).

(*e*) See pages 3 and 4 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be undertaken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While a student may change the field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session, and one half-course (or, in exceptional cases, two half-courses) in each Regular Session. (See page 5.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must reregister and pay any required reregistration fees.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under Program of Study which follows, are:

(*a*) A relevant four-year undergraduate degree from the University of Toronto, or an equivalent degree, with B standing or better in the final year.

(*b*) A promising score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section).

(*c*) See pages 2 and 3 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program. For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each student must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(*a*) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of either a three-year or four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs on the basis of either a three-year or four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(*b*) A thesis.

(*c*) One academic year of full-time resident study. While it is possible for M.A. courses to be pursued on a part-time basis, the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the M.A. degree must be completed satisfactorily within five years from the date of enrollment in the first of the last six half-courses in the M.A. program.

Applicants who have credit for graduate courses at another university, beyond what is required for admission as an M.A. candidate, may be granted advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree – M.A. candidacy and M.Ed. candidacy in these two master's degree programs are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy.

DOCTOR OF EDUCATION

The Department of Educational Theory is again enrolling new candidates for the degree of Doctor of Education. This degree is designed to provide opportunities for the development of highly competent personnel for senior professional positions in school systems, colleges, universities, and other educational organizations. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto M.Ed. or M.A. in Educational Theory, or their equivalents, with high standing, in the field of specialization proposed at the doctoral level.

(*b*) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(*c*) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(*d*) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(*e*) Ordinarily, one year of professional preparation for education.

(*f*) Successful professional experience in education.

(*g*) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis.

(*h*) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(*a*) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Winter term – January through April – in the same session, or the Winter term in one session followed by the Fall term in the next session).

(*b*) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrollment on a part-time basis for the first two to four half-courses.

(*c*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation.

(*d*) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*e*) All requirements for the Ed.D. must be completed within six calendar years of first enrollment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto four-year undergraduate degree or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 9.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(*b*) Promising scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examinations (depending upon individual departmental requirements).

(*c*) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(*d*) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in his intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had an M.A. program been undertaken in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be taken concurrently with the doctoral program.

(*e*) See pages 2 and 3 for documentation required.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(*a*) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Educational Theory or equivalent. It is the firm expectation that these two academic years of full-time resident study be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request were granted, the length of degree candidacy would not be increased.

(*b*) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(*c*) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University.

(*d*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted in October of the final year of required residence, to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 31. If this action has not been taken by the required date, that academic year cannot be counted for residence credit.

(*e*) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*f*) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(*g*) All requirements for the Ph.D. must be completed within six calendar years of first enrollment as a Ph.D. candidate, or seven years when advance standing has not been granted for the M.A. or equivalent.

DEFINITION OF FULL-TIME STUDY

Credit for academic residence requirements can be given only to full-time students who live close enough to the University of Toronto to participate fully in University activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page v).

Note: The courses of instruction offered through the various OISE departments are described on the following pages.

Since this Bulletin is published several months prior to commencement of the academic year the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time a schedule of courses is available. There are enrollment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

Note: Graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Note: Faculty listed at the beginning of the following departmental sections are as of January 1, 1976.

Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Associate Professor and Chairman of the Department
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning and political and economic issues related to adult education)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(media evaluation; applications of transactional analysis to education)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(education for family living: research and development related to the family)

*LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Assistant Professor
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies; adult basic education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement and Evaluation
(longitudinal studies in continuing education and employment experiences of certain professional groups; research projects concerning Franco-Ontarian students and teachers)

ANN W. FALES, *Ph.D. (Chicago)*
Lecturer
(adult development work and aging; women's studies; self-directed learning)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(integration of program-planning models, teaching models, and evaluation models; elaboration of alternatives at program development choice points)

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Sir George Williams), LL.D. (Trent)*
Professor
(comparative studies, learning theory and practice, education and development)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(the individual's major change efforts; human goals)

ASSOCIATED INSTRUCTORS:

DAVID J. F. BEATTY, *Ph.D. (Michigan State)*
Project Director of Staff Training and Development – Developing Human Resources

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director in Adult Education

---

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Senior Consultant, Ontario Region, Bureau of Staff Development and Training, Public Service Commission

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counseling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change. Students come from a variety of agencies and several countries.

Each student's program of specialized study is worked out with the advisor on an individual basis in keeping with the particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals. Prospective candidates may be requested to meet with a member of the Admissions Committee of the department after filing an application.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see pages 7 and 8.)

SPECIALIZATION IN STAFF TRAINING AND DEVELOPMENT – DEVELOPING HUMAN RESOURCES

Applicants can apply for either degree or certificate program admission. This stream of study in the Department of Adult Education is designed for persons working in large organizations in a staff training or development role. The project is guided by a Management Committee, including representatives from major training institutions of the federal government, the Ontario government, and private industry. Participants must be sponsored by an organization. Sponsorship involves a member of the organization participating on the student's Advisory Committee, and supporting the participant in doing this project for the certificate in that organization. All candidates will undertake a human resource project as part of their learning and, where appropriate, for their thesis.

In addition to regular courses in the Department of Adult Education, each participant will be a member of a Training Group which has its own budget and responsibility to develop the professional competences of its members. Each participant will build a professional dossier that includes statements of value and theory, reports of operations to actualize these beliefs, and the feedback and learning that results from these activities.

Through participation in the Advisory

Committee, the Training Group, courses, the colloquia, and the project, students will acquire competency in the diagnosis, design, delivery, and evaluation of learning events in organizational settings.

The Certificate in Staff Training and Development can be obtained in conjunction with the degrees offered by the Department of Adult Education. Candidates may pursue the program on a full-time or part-time basis. Program costs are approximately $1,850, which includes courses (usually ten half-courses), a substantial training budget, and entrance and exit colloquia. Further information can be obtained from Dr. D. Beatty, 923-6641, ext. 349.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full-time or part-time student. The program consists of a minimum of eight half-courses which, if undertaken on a full-time basis, would require one regular academic session and one summer session. At least four of these courses must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counseling. Since enrollment in the adult education and counseling certificate program is limited, applications must be received no later than March 15, 1976.

All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION

(Certificate and M.Ed. in Adult Education students only)

The department is currently offering some sections of existing courses off-campus in Ontario, for the purpose of making some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1976 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in spring for the off-campus courses in the M.Ed. program in the 1976/77 Regular Session.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for competent counselors of adults in the colleges of applied arts and technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202X Theories and Techniques of Counseling
1203 Practicum in Counseling
1121X Practicum in Adult Counseling

The following courses are recommended strongly:

1106XQ Small-Group Experience and Theory
1113X The Maturation Process and Adult Learning
1119X The Social and Institutional Context of Adult Counseling
1120X Foundations of Adult Counseling
1266X Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that practicums normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

Because enrollment in this program is limited all applications must be submitted by March 15, 1976, for part-time study commencing in either the Summer Session or the Regular Session.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree consists of twelve half-courses. Occasionally the number of half-courses may be reduced to a minimum of six half-courses if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education (one of which should be 1103X), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 23 and 24.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied in nature, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a program of courses and thesis project to include work in four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

Applications for admission to the Ed.D. program must be submitted by February 1, 1976, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 24 to 26.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152X course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103X. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100X OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
Staff, Summer Session; *A. M. Thomas* and staff, Regular Session (after hours)

1101XQ PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of the class, conference, or program in which the chief planner also serves as facilitator or resource person. The course will be used as a planning laboratory; instructor and students will experience and examine shared, evolutionary planning processes.
Staff, Summer Session and Regular Session (after hours)

1101XR PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. Focus of this section will be on the planning of institutional programs or curricula in which the chief planner is an administrator or program leader rather than a learning facilitator or resource person. The approach used in the course will generally be Thelen's Group Investigation or Natural Inquiry Model.
Staff, Regular Session (after hours)

1103X METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the epistemology of adult education research. Topics will include: the identification of important hypotheses, the relation of knowing to research design, the relation of knowing to research method, and research ethics. The seminar will consist of an appropriate mixture of lectures, individual projects, design problems, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. Other students may be included at the discretion of the instructor.

Prerequisite: Completion or concurrent enrollment in 1660X or equivalent.
L. E. Davie, Regular Session (daytime)

1105X COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
Staff, Summer Session; *J. A. Draper*, Regular Session (after hours)

1106XQ SMALL-GROUP EXPERIENCE AND THEORY

A two-part course. The first part is experiential, in which students test the effectiveness of their interpersonal communication skills in a relatively unstructured and continuous group process. The second part involves a summation and written interpretation of the process and themes of the first part in light of group process models and theoretical formulations.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session (daytime)

1106XR SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups. Participants will have the opportunity to structure learning situations and to engage in participant/observer evaluation of their experiences within these situations.

The particular structure and focus of this course vary in each session. Please contact the department for specific information.
Staff, Summer Session; *L. E. Davie* and staff, Regular Session (after hours)

1108XZ THE ADULT'S MAJOR EFFORTS TO LEARN, CHANGE, GROW

A comprehensive survey of the ways in which people significantly change themselves or their lives. An analysis of how people manage their major personal change, and the help they need and receive. In addition to class sessions, each student will develop an individual program of reading and observation.
A. M. Tough, Regular Session (daytime)

1109X PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society, a study of the dynamics of family living, and the planning of programs for parent education for family living.

Students will share in the setting of learning objectives for the seminar and be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage, Summer Session and Regular Session (after hours)

1110X BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will focus on alternative teaching models, in terms of basic processes such as creating optimum learning conditions, designing learning activities, and freeing creative learning energies. Participants will experience and experiment with using new models and processes.

It is suggested that students take 1101X prior to or concurrently with 1110X, since 1110X is seen as the design and implementation phase of the programming process.
Staff, Summer Session; *V. R. Griffin*, Regular Session (after hours and daytime)

1113X THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
Staff, Summer Session and Regular Session (after hours)

1114X COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd, Summer Session and Regular Session (after hours)

1115X COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114X. Students will apply comparative methods to a range of adult educational problems.

Prerequisite: Completion of 1114X and permission of the instructor.
J. R. Kidd, Regular Session (after hours)

1119X THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counseling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counseling, broadly defined, is offered.
Staff, Summer Session and Regular Session (daytime)

1120X FOUNDATIONS OF ADULT COUNSELING

An introductory course that explains some of the general concepts and issues in the field of adult counseling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program is designed for general practitioners in adult education.
Staff, Summer Session and Regular Session (after hours)

1121X PRACTICUM IN ADULT COUNSELING

This course is an extension of the practicum taken by students in 1203 (see page 51) and may be taken only by students enrolled in the Adult Education and Counseling program.
Staff, Regular Session (daytime)

1122XZ PRACTICUM IN ADULT EDUCATION

An opportunity to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designer of their own custom-built program though faculty, student, and field supports are available. May be taken in conjunction with 3122. Guidelines available from faculty advisors.

Prerequisite: Permission of the instructor.
A. W. Fales, Regular Session (daytime and after hours)

1123X SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
Staff, Summer Session and Regular Session (after hours)

1125X ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
Staff, Summer Session; *J. A. Draper*, Regular Session (after hours)

1130X SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff, Summer Session

1152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101X MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
A. M. Thomas and staff, Regular Session (after hours)

3107X SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, Summer Session and Regular Session (after hours)

3111 PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.

Staff, Regular Session

3122 EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122XZ but at a more advanced level.

Prerequisite: Permission of the instructor.

A. W. Fales, Regular Session (daytime and after hours)

3123 PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media; study of evaluation methods; application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.

Prerequisites: Permission of the instructional staff. Written application should be made as early as possible. A one- or two-page statement should outline the applicant's background, involvement, and/or responsibilities that relate to media or evaluation, and should conclude with a brief statement of expectations for the course.

L. D. McLean and *R. Pierce*, Regular Session (daytime)

3131X SPECIAL TOPICS IN ADULT EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.

Staff, Regular Session (daytime)

3152X INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3152XR INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: CONTINUING EDUCATION OF MANAGEMENT AND PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for managers, executives, and such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.

J. R. Kidd, Regular Session (daytime)

3152XQ INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: ADVANCED SEMINAR – BASIC FACILITATING PROCESSES AND MODELS

Collegial seminar for intensive examination of selected issues arising in course 1110X. Includes construction of new models and frameworks for observing, researching, and practicing basic processes of facilitating adult learning in groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110X or equivalent and permission of the instructor.

V. R. Griffin, Regular Session (daytime)

A list of courses of special relevance to adult education, but offered by other departments, is available from the Department of Adult Education.

Applied Psychology

*CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor and Chairman of the Department
(counseling psychology; controlling effects of social stimuli)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, Associate Chairman of the Department, and Graduate Studies Academic Secretary
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counseling and school psychology)

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

DAVID W. BRISON, *Ed.D. (Illinois)*
Associate Professor, Coordinator of Research and Development Studies
(administration of educational research and development; group problem-solving skills; restructuring of the educational system)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Professor
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

*Please direct inquiries for this department to Professor Clifford M. Christensen.

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counseling psychology; career development; group processes; psychology of women)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; second-language learning; research design; remembering)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(personality theory; development and measurement; coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counseling; group processes; school anxieties; workers' education)

J. ALAN LONG, *Ph.D. (Louisiana State)*
Associate Professor and Chief Psychologist, St. Michael's Hospital, Toronto

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; cognitive style and learning; teacher characteristics, teacher–pupil interaction, classroom consultation and in-service training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Associate Professor
(learning and cognition; eye-movement research; psychology and educational practice; perceptual-motor handicaps)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistic Studies, University of Toronto
(cognitive development; theory of instruction; psycholinguistics)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA R. PALEF, *Ph.D. (Toronto)*
Assistant Professor
(human memory and information processing)

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor
(counseling psychology)

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor, and Director of OISE
(counseling; intellectual assessment; educational provisions for individual differences; psychology in industry; psychological-theological relationships)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

VIVIAN RENNER, *Ph.D. (Alberta)*
Associate Professor
(development and evaluation of continuing education programs for life satisfaction; group counseling)

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy, and interviewing; functional learning disabilities)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counseling psychology; counselor education; process and outcome in counseling)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive-attentional approaches to management of social and test anxiety and competence counseling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID S. IRELAND, *Ph.D. (Toronto)*
Assistant Professor

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Assistant Professor

ASSOCIATED INSTRUCTORS:

GERRY BECKERLE, *Ph.D. (Michigan)*
Chief Psychologist, Toronto East General Hospital

MARY BLUM, *M.A. (Toronto)*
Director and Chief Psychologist, Hamilton-Wentworth Health Unit

LARRY CASH, *M.Sc. (Texas)*
Director of Counseling Services, YMCA, Toronto

WILLIAM F. CLAPP, *Ph.D. (Colorado)*
Chief of Psychology, Thistletown Regional Centre

DAVID CLEMENS, *Ed.D. (Harvard)*
Director of Guidance and Counseling Services, Toronto Board of Education

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist

GREGOR FINLAYSON, *Ph.D. (Toronto)*
Psychologist, C. M. Hincks Treatment Centre, Toronto

SHELLEY GLAZER, *M.A. (Toronto)*
Psychologist, Psychiatric Service, Ontario Provincial Court, Family Division

MILADA HAVELKOVA, *M.D. (Prague), F.R.C.P. (Psych. C)*
Assistant Professor, Psychiatry, University of Toronto, Senior Psychiatric Consultant, West End Creche Treatment Centre for Pre-School Children

HOWARD JOBIN, *Ph.D. (Toronto)*
Community Services Worker, Delcrest Children's Center

ROBERT KING, *B.A. (Toronto)*
Research Officer, Applied Psychology

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

HAROLD MILLER, *Ph.D. (Michigan)*
Psychologist, Queen Street Mental Health Centre

RAY MORRIS, *Ph.D. (Toronto)*
Psychologist, Psychiatric Services, Ontario Provincial Court, Family Division

TED MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre

PAUL O'GRADY, *Ph.D. (Michigan)*
Chief Psychologist, Oakville Reception and Assessment Centre

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

RUDOLPH PHILIPP, *Ph.D. (Queen's)*
Psychologist, Thistletown Regional Centre

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital

DONALD PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital

REGINALD REYNOLDS, *Ph.D. (Waterloo)*
Chief Psychologist, Ontario Correctional Institute

BRIAN RIDGLEY, *Ph.D. (Windsor)*
Neuropsychologist, Sunnybrook Medical Centre

SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist, Addiction Research Foundation

BRIAN USHER, *Ph.D. (Toronto)*
Director of Research, Etobicoke Board of Education

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counseling Psychologist, Student Counseling Services, University of Waterloo

FILSON YOUNG, *Ph.D. (Toronto)*
School Psychologist, Toronto Board of Education

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Guidance and Counseling
3. School Psychology

General Note:
It is hoped that a substantial number of M.A. and Ph.D. candidates in the Department of Applied Psychology will hold Student Financial Awards with a Graduate Assistantship component. These provide supervised experience in formulating research hypotheses and training in research methodology.

Where possible, it is desirable that the student wishing to enter any of the programs offered by the department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program for this degree is designed primarily for teachers and other practitioners who have a concern for the application of psychology to education. Those admitted to a full- or part-time program are expected to undertake eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

The core of the program consists of two general courses which the student is required to take and one individually designed for each student. Ordinarily, all three of the following courses are required.

1200X	Introduction to Educational Psychology
1235X	Research Methods in Educational Psychology (available during summer)
1252X	Individual Reading and Research in Applied Psychology

Three additional courses are to be selected from the following departmental offerings. Equivalent offerings from School Psychology, and Guidance and Counseling divisions of the department, as well as other departments, may be substituted with the approval of the student's advisor. For any specific year, other courses will be added to or deleted from this list depending upon staff. The advisor will be aware of updates of the following list of courses offered by division faculty.

1201X	Child and Adolescent Psychology
1204X	Personality and Education
1206X	Seminar: Learning and Cognitive Processes in Education
1207X	Motivation in Educational Contexts
1209X	Seminar: Social Psychology and Education
1230X	Practicum in Value Education
1241X	Methods of Early Education and Child Care

The remaining two courses may be taken from courses elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in Psychology may be admitted to an M.A. program extending beyond one year.

The applicant must submit scores on the Aptitude Test and Psychology Area Test of the Graduate Record Examination (see page 7).

The course of study of the one-year M.A. program consists of the following courses and a research thesis.

1234	Introduction to the Psychological Analysis of Educational Issues
1235X	Research Methods in Educational Psychology
1227X	Practicum in Educational Psychology (extending through the Fall and Winter terms)

The following courses provide options for specialization of interests:

1226X	Selected Problems in Educational Psychology (specialized study under the direction of a staff member)
1252X	Individual Reading and Research in Applied Psychology: Master's Level

Another option could be a 1200 or 3200 level course approved by the advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; to act as specialists in in-service training and as staff members in agencies offering psycho-educational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Departmental Requirements

In addition to the general admission requirements on pages 23 and 24, the Department of Applied Psychology specifies the following:

(*a*) The applicant must have completed the equivalent of the University of Toronto M.Ed. or M.A. with specialization in Educational Psychology.

(*b*) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(*c*) After an initial screening, successful applicants will be interviewed by a selection team.

(*d*) Ordinarily, one year of professional preparation in education is required.

(*e*) Successful professional experience in education is a requirement.

(*f*) The applicant must submit scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(*g*) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's research and development of ability and promise.

Program of Study

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time course work. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and two faculty advisors to ensure coordination of the program with the candidate's career, interests, and required competencies. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

Course Requirements

Of the eight half-courses required, four will be directly in an Educational Psychology major, including 3266X, and four additional courses will normally be divided into two minor areas. Four half-courses will be considered to be a normal course load for the regular session of the resident year since the formulation of a thesis proposal is expected by the end of the residency.

The Ed.D. thesis will report the results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focuses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit the following:
(*a*) Scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.
(*b*) One paper, or a summary of it, which the student feels represents his best work.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 24 to 26, the program for the second and third years presently consists of eight half-courses as follows:
(*a*) a major, consisting of four of the 3200 series seminars from educational psychology;
(*b*) a first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory;
(*c*) a second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

2. GUIDANCE AND COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ministry of Education, Ontario, certificated and experienced teachers in Ontario who pursue a degree of Master of Education with specialization in Guidance and Counseling may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in the circular "Routes to School Guidance Certification," obtainable from the Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Please note: All part-time applications for this program commencing in the Regular Session or Summer Session *must be submitted by March 15.*

In addition to the general requirements detailed on pages 20 to 22, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:

(*a*) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(*b*) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201X) and a half-course in educational psychology (1200X).

or

(*c*) the Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required to take course 1261X. All degree programs consist of a minimum of eight half-courses regardless of the certificates held.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

1202X	Theories and Techniques of Counseling
1203	Practicum in Counseling
1261X	Group Work in Counseling
1266X	Theories of Vocational Development
1611X	Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

1200X	Introduction to Educational Psychology
1201X	Child and Adolescent Psychology
1204X	Personality and Education
1205X	Individual Intellectual Assessment
1206X	Seminar: Learning and Cognitive Processes in Education
1209X	Seminar: Social Psychology and Education
1217X	Theories of Behavior Modification
1260X	Foundations of Guidance and Counseling
1262X	Organization and Administration of Guidance Services
1267	Advanced Practicum in Counseling

Options available from the course listings in other OISE departments:

1284X	Behavior Disorders in Relation to Education
1040X	Administrative Problems 1: The School
1113X	The Maturation Process and Adult Learning
1302X	Innovations in Curriculum and Instruction in the Elementary School
1660X	Introduction to Empirical Research in Education
1666X	Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the advisor's approval and should take into account the student's background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

For full details of this program, see page 32 in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

The Ed.D. program in Applied Psychology is designed to develop highly competent persons for leadership in establishing and improving counseling and psychological consulting services in the schools. Graduates of this program will be prepared to assume positions as faculty members in colleges and institutes of education, to work with school systems as directors and coordinators of guidance, and to act as specialists in in-service training and as staff members in agencies offering psychological services. The emphasis of this program is on developing skills in the application of knowledge from theory and research to practical counseling problems.

Departmental Requirements

In addition to the general requirements of Doctor of Education programs stated on pages 23 and 24, the Department of Applied Psychology specifies the following:

(*a*) The applicant must hold an M.Ed. degree with specialization in guidance and counseling from the University of Toronto or an equivalent degree.

(*b*) The applicant must have had successful experience in a position as a counselor or in a related position for a minimum of two years.

In addition, the department will give greater priority to students who intend to enroll as full-time students in the fall of the year following their application. Occasionally, students may be admitted to the Ed.D. program who intend to study part time prior to their year of full-time residence. These cases may be considered by the department depending on the program enrollment.

The Ed.D. program in Applied Psychology necessitates one year of residence at OISE (one academic year of full-time study), plus one year of full-time internship. Normally, Ed.D. students on study leave from their respective school boards may be eligible to return to their previous educational settings provided adequate arrangements can be made for full-time counseling internships. Students who are not returning to educational settings of previous employment may choose to engage in an internship arranged by the department; however, under this arrangement there is no guarantee of full-time employment compensation.

A minimum of eight half-courses are required for the degree; however, additional courses may be required depending upon the particular nature of previous academic study. Six half-courses constitute the maximum load for a full-time student in the Regular Session. The remaining courses could be undertaken either in the previous or in the succeeding Summer Session or on a part-time basis during the following academic years within the time limit for completion of the degree.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the second year and other part-time practicums during the regular academic year will be planned to supplement course work, to help students integrate theory with practice, and to provide some specification appropriate to the student's major interest.

Particular emphasis will be placed on the internship experience of the student in the second year. Students will be expected to engage in activities related to their area of specialization such as counseling activities, organizational development work, consulting work, supervisory duties, small-group work, in-service training, and community development work. In fulfilling the requirements of the internship, students will be expected to engage in specified activities under supervision and will be expected to undertake certain projects and seminars.

The Ed.D. thesis will report the results of a study which might address theoretical issues applicable to counseling concerns and practice, or which might focus directly on the exploitation of knowledge to aspects of counseling in educational institutions.

Program of Study for the Ed.D. in Applied Psychology

(*a*) A major, comprising:

3215X Seminar in Counseling Psychology: Part I
3216X Seminar in Counseling Psychology: Part II
3217X Practicum in Counseling Psychology
3218X Research Seminar in Counseling
3252X Individual Reading and Research in Applied Psychology: Doctoral Level

The last course is to be offered as a special reading course designed for each individual student in accordance with that student's approved course of study in the Ed.D. program in Applied Psychology. This individual reading course should deal with issues in Counselor Education and the Counselor in the Schools. Special attention should be given to developing skills in training counselors, group leaders, consultants, and change agents in the schools. This may be either for a half-course or a full-course credit, depending on arrangements.

(*b*) A minor, comprising two or three half-courses beyond the major to be chosen by the student in consultation with the advisor. These courses should constitute a minor area of concentration that is closely related to the student's professional skills in counseling.

Suggested minor areas of concentration are:

Educational Psychology
School Psychology
Statistics and Research
Social Psychology
Group Processes
Sociology in Education

(*c*) A one-year supervised internship in counseling to be undertaken during the second year of the program.

(*d*) A doctoral thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members in agencies offering psychological services; to function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic year, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

First Academic Year
The program for the first academic year in attendance requires enrollment in the following courses unless their equivalents have been completed.

3215X	Seminar in Counseling Psychology: Part I
3216X	Seminar in Counseling Psychology: Part II
3217X	Practicum in Counseling Psychology
3224X	Individual Personality and Educational Assessment: Part I
3225X	Individual Personality and Educational Assessment: Part II
3666X	Intermediate Statistics and Research Design

Second and Third Academic Years and Summers
In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 24 to 26, the program for the second and third years consists of the following:

(*a*) Recommended courses:

1215X	Seminar: Group Processes
1228X	Individual and Group Psychotherapy for Counseling: Part I
1229X	Individual and Group Psychotherapy for Counseling: Part II
3218X	Research Seminar in Counseling

(*b*) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.

(*c*) A second minor, ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 7.

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree, with a concentration in Psychology. Graduates with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

The program normally requires a minimum residence period of one academic year and one summer. *Students are to begin their program of studies in the summer, unless they have already received credit for 1216X or its equivalent.*

The following is a list of the normal requirements, within which the student and the advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(*a*) The School Consultant Program requires the completion of a minimum of eight half-courses and the submission of a satisfactory master's thesis.

(*b*) The eight half-courses to be selected will comprise a maximum of six required half-courses and a minimum of two half-course options, selected as follows:

- All students are ordinarily required to take 1211, Seminar and Practicum in School Psychology (two half-course credits), and 1216X, Psycho-Educational Appraisal.
- 1666X Elements of Statistics. Many students will be excused from taking this course because of their having satisfactory substitutes already on their university records.
- The student must also choose at least two half-courses from the following list, in order to gain theoretical and practical competence in the area of behavior management:
  - 1217X Theories of Behavior Modification
  - 1224X Psychopathology of Childhood
  - 1225X Practicum in Diagnostics and Psychotherapy. This will provide a practicum in diagnostics and/or psychotherapy for a limited number of school psychology students who are also enrolled in 1224X.
  - 3217X Practicum in Counseling Psychology

Students may fulfill the remainder of their program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which they have the prerequisites, and in which there are places. Students may also choose to take OISE courses outside the Department of Applied Psychology.

(*c*) There are a few restrictions concerning the choice of optional courses:

- A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.
- Not more than one individually arranged 1252X course may be taken by each student. This is a reading course that student and professor plan together on an individualized basis.
- Students must take at least eight half-courses at OISE, but, if their background permits, they may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see pages 7 and 8.

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in a position of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program.

The combined master's and doctoral program normally requires a minimum residence period of three academic years and four summers. Candidates will ordinarily begin the program in the Summer Session (July–August) prior to the opening of the regular academic year.

The following is a list of the normal course requirements, within which the student and advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year
This is the same as the first year of the M.A. program (School Consultant Option). See pages 48 and 49.

Second and Third Years
(*a*) A major:
3202X Advanced Practicum in School Psychology
3666X Intermediate Statistics and Research Design, to be arranged with advisor
Plus two half-courses from the 3200 series in Applied Psychology.

(*b*) A first minor, to be selected from the following:

COUNSELING:
3215X Seminar in Counseling Psychology: Part I
3216X Seminar in Counseling Psychology: Part II
3217X Practicum in Counseling Psychology

DIAGNOSTICS AND PSYCHOTHERAPY:
1224X Psychopathology of Childhood
1225X Practicum in Diagnostics and Psychotherapy

BEHAVIOR MODIFICATION:
1217X Theories of Behavior Modification
1222X Behavior Modification Techniques, with Practicum

LEARNING AND COGNITIVE PROCESSES:
3200X Research Seminar on the Cognitive Processes in Education
3209X Psycholinguistics: Language, Thought, and Instruction

MOTIVATION:
1207X Motivation in Educational Contexts
3212X Motivational Contexts and Learning

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:
3214X Central Nervous System Information Processing and Children's Learning
3285X Research Seminar: Children with Special Learning Disabilities

SOCIAL PSYCHOLOGY AND EDUCATION:
1209X Seminar: Social Psychology and Education
3210X Research Seminar in Social Psychology in Education

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(*c*) A second minor, consisting of a full course, or two half-courses, taken outside OISE in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

Note: Students entering the second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211, Seminar and Practicum in School Psychology. In such cases, course 3202X will be taken in the third year of the program.

Third Year
3205X Research Methods in School and Community Psychology
3219 Advanced Seminar and Internship in School and Community

Psychology. (The supervised internship in a school and/or community setting will require a minimum of three days per week.)

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

A thesis is required.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. Further information about this degree will be found on page 22.

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200X INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff, Summer Session and Regular Session

1201X CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin, Summer Session and Regular Session

1202X THEORIES AND TECHNIQUES OF COUNSELING

An appraisal of current theories of counseling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.

Full-time Guidance and Counseling students may take 1202X concurrently with 1203.
L. E. Pass and staff, Summer Session and Regular Session

1203 PRACTICUM IN COUNSELING

Sequenced skill training, including extensive counseling simulation with video feedback, followed by closely supervised counseling experience in a school or agency setting.

In addition to class hours, Guidance and Counseling students are required to participate in a one-day practicum experience in such settings, while Adult Education and Counseling students must spend two full days in such settings. Such practica for all full-time students and many part-time students are specially arranged by the Department. However, it is possible for part-time students in Guidance and Counseling to arrange their practica in the schools or in settings in which they are working if they so wish.

Prerequisite: 1202X.

M. Guttman, L. E. Pass, and *J. Weiser,* Summer Session and Regular Session

1204X PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counseling and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.

S. B. K. Henderson, Summer Session and Regular Session

1205X INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.

Staff, Summer Session and Regular Session

1206X SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of aspects of human cognition and their relevance to the conduct of a class. This includes theories of pattern recognition and reading, attention, memory, thinking, and language.

S. Palef, Regular Session

1207X MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.

S. B. K. Henderson, Summer Session and Regular Session

1208X SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.

Staff, Regular Session (not offered in 1976/77)

1209X SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.

J. Quarter, Regular Session

1211 SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.

R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger,* Regular Session

1212X PSYCHOLOGICAL ASPECTS OF COUNSELING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counseling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang, Regular Session

1215X SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.
M. Guttman, Regular Session

1216X PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.
R. Friedman and *S. Miezitis*, Regular Session and Summer Session

1217X THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. A humanistic behavior modification system, including factors of attention, emotion, communication, and cognition, will be developed and explained. The application of these approaches within the educational system will also be discussed.

Prerequisite: Permission of the instructor.
H. G. Narrol, Regular Session and Summer Session

1222X BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisites: 1217X, or equivalent, and permission of the instructor.
H. G. Narrol, Regular Session

1224X PSYCHOPATHOLOGY OF CHILDHOOD

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.
O. Weininger, Regular Session

1225X PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: Permission of the instructor.
R. J. Friedman, Regular Session

1226X SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff, Regular Session

1227X PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to give both staff and students in Applied Psychology a better firsthand knowledge of problems and issues identified by schools and school system staff. Specifically, first-year educational psychology students will establish a dialogue with a school (teacher, resource staff, and principal) under the supervision of the faculty person responsible for 1227X. In order to facilitate this dialogue, students will be given an intensive introduction to all levels of school functioning by participating with school system staff in day-to-day activities.
P. Gamlin and staff, Regular Session

1228X INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELING: PART I

This course will critically examine several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. Selected models will be compared, contrasted, and related to relevant psychological literature. Methods and techniques will be considered but development of skills will not be emphasized. For students other than School Psychology and Counseling Psychology majors, permission of the instructor is required.
J. Weiser, Regular Session

1229X INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELING: PART II

This course is a continuation of 1228X with an emphasis on developing skill in using the methods and techniques derived from contemporary models of psychotherapy.
J. Weiser, Regular Session

1230X PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructors.
M. Levin and *E. V. Sullivan*, Regular Session

1234 INTRODUCTION TO THE PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES

Pertinent educational issues are presented for examination from various psychological perspectives. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.
J. Quarter, Regular Session

1235X RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical

statements into hypotheses and research designs.
C. Bereiter and staff, Summer Session and Regular Session

1241X METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
W. Fowler, Regular Session

1252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260X FOUNDATIONS OF GUIDANCE AND COUNSELING

Philosophical issues related to guidance and counseling decisions are debated, discussed, and evaluated. Counseling theories are evaluated and related to elementary and high school situations. Counselor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counseling are discussed, and students actually design experiments for potential use in investigating counseling problems, or for programs related to their jobs. The impact of nonverbal communication on the counselor-student relationship is examined.
A. Wolfgang, Summer Session and Regular Session

1261X GROUP WORK IN COUNSELING

Presentation of models of group work processes, as well as of current theory applicable to group work in counseling. Students will be expected to develop a catalog of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
V. Renner, J. Weiser, and *A. Wolfgang,* Summer Session and Regular Session

1262X ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; co-ordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff, Summer Session and Regular Session

1266X THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.
Staff, Summer Session and Regular Session

1267 ADVANCED PRACTICUM IN COUNSELING

A continuation of 1203, designed primarily for M.Ed. students.

Prerequisites: 1202X, 1203, and permission of the instructor.
Staff, Summer Session

Research seminars at the doctoral level: The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207X and 3208X. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200X RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

This course examines the cognitive processes and their development, memory, perception, thinking, intelligence, and instruction, and the role that an understanding of these processes may play in educational theory and practice.
S. Palef, Regular Session

3201X THE DEVELOPMENT OF COGNITIVE COMPETENCIES

This course is concerned with the development of intelligence as a specialized mode of thought, and with the role that literate uses of language and formal schooling play in that development. A variety of theoretical perspectives will be brought to this problem: (1) the development of art, science, and literature, that is, the cultural-historical perspective, (2) the development of patterns of competence in widely different cultural environments, that is, the anthropological-psychological perspective, (3) the cognitive-developmental perspective, and (4) the individual differences perspective.
D. Olson, Regular Session

3202X ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211 practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger*, Regular Session

3203X PSYCHOLOGICAL DIMENSIONS OF MORAL DEVELOPMENT

The purpose of this course is to introduce the advanced student in educational psychology, school psychology, counseling, philosophy, curriculum, and related disciplines to psychological dimensions within the area of moral and value development. A variety of theories will be summarized and evaluated (e.g., social-learning, cognitive, developmental, psychological). There will also be discussions concerning the relation of moral issues to contemporary literature. Evaluation of programs in the area of moral education will be considered in the course.
E. V. Sullivan, Regular Session

3204X ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyze the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete, ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of applied psychology with an emphasis on their role as a psychological professional. The content would undoubtedly be helpful for students who will eventually take certification

examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan, Regular Session

3205X RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.
M. Orme, Regular Session

3206X RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included, also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant day care and/or preschool programs.
W. Fowler, Regular Session

3207X RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.
P. Gamlin, Regular Session

3208X RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts and each part will be covered by one of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.
S. Miezitis, J. Quarter, E. V. Sullivan, and *O. Weininger*, Regular Session

3209X PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.
D. R. Olson, Regular Session

3210X RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching-learning process and how such an analysis can facilitate liaison between psychology and education and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.
D. Hunt, Regular Session

3211X SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course deals with various perspectives of education achievement, including the functional view of achievement, the anti-achievement ethic, and humanistic achievement. Institutions supporting the various perspectives will be analyzed in order to integrate ideas with education practice.
J. Quarter, Regular Session

3212X MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
S. B. K. Henderson, Regular Session

3213X RESEARCH SEMINAR IN MOTIVATION IN EDUCATION

Prerequisite: 3212X.
Staff, Regular Session (not offered in 1976/77)

3214X CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING

The relation between sensory incoming impulses on the early development of intellectual and cognitive abilities. An understanding of the storage and interaction of existing and incoming information on later cognitive growth, and a study of the "evoked potential" as a measure of general intelligence.
O. Weininger, Regular Session

3215X SEMINAR IN COUNSELING PSYCHOLOGY: PART I

A continuation of studies begun in 1202X. For students in the Ph.D. and Ed.D. programs in Counseling Psychology. Theories of counseling and therapy are examined.
V. Renner and *J. Wine*, Regular Session

3216X SEMINAR IN COUNSELING PSYCHOLOGY: PART II

To be taken concurrently with 3215X.
V. Renner and staff, Regular Session

3217X PRACTICUM IN COUNSELING PSYCHOLOGY

Prerequisite: Permission of the instructor required of all non-Counseling Psychology students.
C. M. Christensen and staff, Regular Session

3218X RESEARCH SEMINAR IN COUNSELING

A weekly seminar to explore research issues in counseling. Students will analyze and redesign key studies in the counseling literature. Each student will complete a thorough review of a particular counseling research area and will design a study or research program based on the review. It is expected that the review and research design will serve as the basis for a dissertation proposal for many students.
J. Wine, Regular Session

3219 ADVANCED SEMINAR AND INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY

A weekly seminar to discuss cases and theoretical issues related to the students' internship placement in school and/or community settings. Various theoretical models (psychodynamic, social learning theory, etc.) involved in diagnosis and therapy will be included. The internship involves supervised experience appropriate to the requirements of the school or

community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, the student will also be involved in a teaching assistantship.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger*, Regular Session

3220X ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.
C. Bereiter, Regular Session

3221X INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.

Prerequisite: Permission of the instructor.
P. Gamlin, Regular Session

3222X STRUCTURE AND STRATEGY OF DECISION-MAKING IN TEACHING

Presentation and analysis of continuous evaluation models of teaching, instructional systems, and basic teaching strategies. *Theoretical Focus:* Exploration of continuous evaluation models of teaching, instructional systems, and basic teaching strategies. *Applied Focus:* Participants will receive initial training in basic skills, methods of assessing the effectiveness of such training, and teacher supervision. There will be opportunities to explore these strategies within the framework of teacher training, training systems, and microteaching research.

Prerequisite: Permission of the instructor.
M. Orme, Regular Session

3223X IN-SERVICE TRAINING AND TEACHER CONSULTATION MODEL FOR OFFERING PSYCHOLOGICAL SERVICES

Rationale and techniques of classroom interaction analysis: theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis, Regular Session

3224X INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.
R. Friedman, Regular Session

3225X INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224X. Selected personality tests, objective and projective, will be examined in greater depth and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
R. Friedman, Regular Session

3226X PHENOMENOLOGICAL METHODS IN PSYCHO-EDUCATIONAL RESEARCH

The purpose of this course is to provide students with a more extensive offering of research strategies which reflects some recent developments in psychological theory and research. The course will not emphasize quantitative statistics, but rather a discussion of alternative strategies of research where distribution statistics would be inappropriate. Analyses of autobiographical and biographical materials, case study, participant observation, and other types of idiographic studies will be emphasized with a view to their potential contribution to educational research and methodology. This course would be appropriate for students in all dimensions of applied psychology. The course is not an alternative to the analysis of quantitative methods and an assumed prerequisite of this course is at least one course in quantitative methodology (e.g., 1235X, 1660X, 3205X, 3666X).
E. V. Sullivan, Regular Session

3230X DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY

A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter, Regular Session

3235X QUANTITATIVE METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

The aim of the course is to provide a conceptual basis for and discussion of the principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of approaching research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental work, the choice being dependent on the interests of the students taking the course.
Staff, Regular Session (not offered in 1976/77)

3240X PROJECTIVE TECHNIQUES

An advanced course in verbal and non-verbal projective techniques.
O. Weininger and *R. J. Friedman*, Regular Session

3241 ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

Prerequisite: 1225X.
O. Weininger, Regular Session

3252X INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252X, but at the doctoral level.

3266X SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students

will present specific problems or issues in the field which will be analyzed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in the Educational Psychology division of Applied Psychology; open to other doctoral students by permission of the instructor.
Staff, Regular Session

Computer Applications

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor and Chairman of the Department
(development of curriculum materials for computer-assisted instruction; development of computer-assisted instruction systems and languages; research in learner-controlled computer-assisted instruction)

STACY CHURCHILL, *Ph.D. (London)*
Associate Professor and Assistant Coordinator of Research and Development Studies
(computer-assisted instruction; Franco-Ontarian Studies; research and development and the education change process)

RAYMOND LAMERAND, *D.ès L. (Neuchatel)*
Assistant Professor, cross-appointed from Research and Development Studies and Head of Franco-Ontarian Studies

***PETER H. LINDSAY**, *Ph.D. (Toronto)*
Associate Professor
(simulation; management information systems; programming languages; psychological models)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Associate Professor
(data analysis; evaluation; research on learning)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; simulation)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(research in computer technology; computers as research tools)

ASSOCIATED INSTRUCTORS:

RICHARD PIERCE, *B.A. (Miami)*
Project Director in Computer Applications

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Computer Applications and Supervisor of Computing Services Group

PROGRAMS OF SPECIALIZATION

Programs leading to the M.Ed., M.A., Ed.D., or Ph.D. degrees with specialization in Computer Applications are constructed individually with students.

Study toward the M.A. and Ph.D. degrees is designed to develop skills in applied behavioral research, in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500X, 1504X, a Computer Applications specialty course, and three half-courses from statistics and behavioral sciences as appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in Computer Applications, and in other departments of OISE and the University of Toronto such as Psychology and Computer Science.

The M.Ed. program is designed for the practicing educator who wants to acquire knowledge and skills in the application of computers to education; the typical eight half-course program consists of 1500X, 1503X, and two other speciality courses in Computer Applications, with the remaining courses from other OISE departments.

---

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

A brochure describing typical programs of study is available from the department and should be consulted by all applicants. Information on the Ed.D. program is also available from the department.

COURSES

A course is identified with this department when the first two digits in the course number are 15 or 35.

1500X COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
L. D. McLean, Summer Session and Regular Session (after hours)

1501X COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Specific topics change each year.

Prerequisites: 1503X and 1500X or permission of the instructor.
W. P. Olivier, Regular Session (after hours)

1503X INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

A basic introduction to computer programming and its applications in instructional environments; seminars and laboratory work in the OISE Educational Computer Laboratory. Students will gain experience using a variety of problem-solving languages in a range of educational applications including computer graphics, text manipulation, simulation, and information management systems.
P. H. Lindsay, Summer Session and Regular Session (after hours)

1504X PRACTICUM IN COMPUTER APPLICATIONS

Practical development of advanced skills needed in the application of computers in behavioral research. Analysis of research plans leading to the design of a thesis project.

Prerequisite: Permission of the instructor.
Staff, Regular Session (daytime)

1505X INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503X.
W. P. Olivier, Regular Session (after hours)

1510X COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions: experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503X.
R. G. Ragsdale, Regular Session (after hours)

1515X COMPUTERS IN THE CURRICULUM

A survey of computer applications in the classroom. Student use of computers to solve numerical problems in subjects such as mathematics and physics, and to employ non-numeric techniques in the humanities and social sciences; discussion of simulation as a curriculum tool; the computer as a subject in secondary schools.

Prerequisite: 1503X.

R. S. McLean, Regular Session (after hours)

1516X PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.

Prerequisite: 1503X or permission of the instructor.

R. S. McLean, Regular Session (after hours)

1520X PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: Some statistical background.

L. D. McLean, Regular Session (daytime)

1525X THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. The principles of systems analysis as applied to educational systems. Uses of the computer for strategic, tactical, and operative decisions for educational planning and management, including administrative implications of CAI.

S. Padro, Regular Session (after hours)

1552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500X RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A critical review of the literature relevant to the design, implementation, and validation of interactive systems for education. Consideration of systems now in operation or proposed.

Prerequisite: 1503X.

R. S. McLean, Regular Session (daytime)

3535X SIMULATION MODELS OF COGNITION AND LEARNING

The conceptual foundations of computer models of the processes involved in cognition, thinking, problem solving, and memory. Constructing models from psychological data; implementation and evaluation of model performance.

P. H. Lindsay, Regular Session (daytime)

3552XZ INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1552XZ, but at the doctoral level.

3556XZ RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.

R. G. Ragsdale, Regular Session

Curriculum

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor and Chairman of the Department
(curriculum decision-making, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor and Associate Chairman of the Department, cross-appointed to the Department of Measurement and Evaluation
(applications of measurement and evaluation to curriculum)

LEONARD BERK, *B.A. (Chicago)*
Lecturer
(learning in context; interactions among learner, subject matter, and milieu; interdisciplinary curriculum, particularly in the humanities; curriculum as politics)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; mathematics curriculum development)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

*BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teacher education; learning environments; theory of rhetoric)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(personal and social development of children; curriculum and school program development; process of change and innovation in schools)

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

KENNETH F. PRUETER, *Ed.D. (Harvard)*
Professor, and Head, OISE International Education Project
(programs in educational leadership and materials-exchange in developing countries; increasing Canadian teacher awareness and sensitivity to issues involved in international education and multiculturalism)

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor
(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; language development; curriculum program development; instructional materials development)

---

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the relationship of conceptualization to practice in curriculum, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Professor, cross-appointed to the Department of Linguistic Studies, University of Toronto
(cognitive, perceptual, linguistic, and physiological factors underlying language comprehension, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor and Director of the Modern Language Centre, cross-appointed to the Department of Linguistic Studies, University of Toronto
(languages; applied linguistics; psycholinguistics; language pedagogy)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Assistant Professor
(psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MAX J. VAN MANEN, *Ph.D. (Alberta)*
Assistant Professor
(social studies curriculum and instruction; study of teaching-learning epistemologies; anthropology of the modern world)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement and Evaluation
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

JOHN CLIPSHAM, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Northeastern Centre

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Head, OISE Trent Valley Centre

JOHN MILLER, *Ph.D. (Toronto)*
Assistant Professor

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Assistant Professor

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees at the University of Toronto.

Note: Course and program offerings in the Department of Curriculum are under review. Program requirements and course descriptions as listed below are therefore subject to change. Applicants are encouraged to contact the department for an up-to-date statement.

The study of the philosophy of curriculum and curriculum design includes the examination of instructional situations and practices and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social sciences, and communications theory, are used to examine the relationship between curricula and the nature of knowledge, the dynamics of communication, and learning and teaching. A second component of these programs deals with substantive issues in specific subject areas. Often, students are expected to choose subject-area courses from other departments of the School of Graduate Studies, as well as from the Department of Curriculum. Appropriate research skills are developed through course work offered within this department and in other departments of OISE.

Candidates for degrees in Curriculum are expected to concentrate in a specific area of curriculum or instruction. The following are included: analysis of teaching, arts and education, curriculum theory and foundations; educational linguistics and second-language learning; English education; communications and instructional media; evaluation of curriculum and instruction; mathematics education; reading and language; science education; social studies education; and the education of minority groups, especially Indians and Eskimos. Applicants should designate the proposed area of concentration in Curriculum at the time of application.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 20 to 22. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for part-time study in Curriculum must submit (1) a score on the Miller Analogies Test (see page 7); (2) a carefully prepared statement indicating in some detail the applicant's career plans and reasons for wanting to undertake a program in Curriculum; (3) a single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

This program consists of eight half-courses as follows:

(*a*) 1300X Foundations of Curriculum Development;

(*b*) three other half-courses within the Department of Curriculum;

(*c*) one half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation;

(*d*) one half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education;

(*e*) two elective half-courses, chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, or in another department of the School of Graduate Studies.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department is currently offering some sections of existing courses off-campus in several areas of the province. The purpose of this is to make some Curriculum courses available to people in localities far from Toronto during the Fall and Winter terms. Curriculum courses are not normally offered off-campus during the Summer Session. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as those for applicants living in the Toronto area.

Information and application materials for off-campus courses to be offered in the 1976/77 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Curriculum, in cooperation with the Department of Measurement and Evaluation, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Center, in accordance with the policy stated for the Master of Education for Special Purposes (see page 22).

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 22 to 23. Ordinarily students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit a score on the Miller Analogies Test (see page 7). The two letters of reference referred to on page 2 should be solicited from university professors or other persons in a position to judge the applicant's scholarly promise at the graduate level.

In addition to the master's thesis, the M.A. program consists of six half-courses as follows:
(*a*) 1300X Foundations of Curriculum Development;
(*b*) two other half-courses within the Department of Curriculum;
(*c*) one half-course within either the Department of Applied Psychology or the Department of Measurement and Evaluation;
(*d*) one half-course selected either from the philosophy of education offerings within the Department of History and Philosophy of Education, or from the Department of Sociology in Education;
(*e*) one elective half-course, selected from any department of OISE, or from another department of the School of Graduate Studies.

In order to ensure a range of knowledge appropriate for study in Curriculum, candidates who are required to do prerequisite work for admission to the M.A. program may be expected to include course work from other departments of OISE and from other departments of the School of Graduate Studies.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that embrace all aspects of curriculum design and implementation, including professional development of both preservice and in-service teachers. The program provides interaction between theoretical perspectives and curriculum practice, and thereby is intended to develop intellectual leadership among promising professionals in a variety of roles in education. The program is designed primarily for Ontario practitioners holding positions which enable them to develop a thesis study within an established professional situation, and subsequently to carry out the thesis study when they return to that situation after completing the required period of full-time study.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 23 to 24.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 23 and 24, the

Department of Curriculum specifies the following:
(*a*) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in curriculum or equivalent.
(*b*) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 7).
(*c*) Early in the application procedure, the applicant is contacted to arrange a series of interviews with faculty members.
(*d*) The applicant must have had at least three years of successful professional experience in education.

PROGRAM AND PATTERN OF STUDY

Each program of study consists of a minimum of eight half-courses, tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, commencing in January, July, or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining course work can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study are required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 24 to 26. In addition, those applying for the Ph.D. in Curriculum must submit a score on the Aptitude Test of the Graduate Record Examination (see page 7).

In addition to the major thesis and other requirements as described on pages 25 to 26, the normal pattern of study for this degree is as follows:
(*a*) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;
(*b*) a first minor in this or another department of OISE, consisting of two half-courses to be selected;
(*c*) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in educational linguistics and second-language learning. Although most of the program is offered within the Department of Curriculum, students affiliated with this Centre are ordinarily advised to take some course work in the Department of Linguistic Studies at the University of Toronto or in language departments of the School of Graduate Studies. For students in a master's program who lack adequate training in linguistics, this may mean additional course work (usually not more than one course) beyond the minimum requirement of six or eight half-courses specified by the Department of Curriculum. The following are particularly pertinent among the offerings of the University of Toronto Department of Linguistic Studies: 1109, 1142X, 1205X, 2450, and 6350. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

Among the courses described below, the following are of special interest to students concentrating in applied linguistics within the Department of Curriculum: 1311X, 1313X, 1317, 1318, 1332, 1336X, 1337X, 3311X and 3319X.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

1300X FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the study of curriculum problems. Each of the several sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, obtainable from the Office of the Coordinator of Graduate Studies or from the Graduate Studies Academic Secretary of the Department of Curriculum, should assist the student and advisor in selecting the section that best suits the student's needs and interests.

Staff, Summer Session and Regular Session

1301X PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.

Prerequisite: Permission of the instructor.

R. Garry and staff, Regular Session

1302X INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.

E. Regan, Regular Session

1304X CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfill the purpose of 1352X, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff (offered as required)

1305X TECHNIQUES FOR IMPROVING INSTRUCTION

A critical review of current approaches to analyzing teaching and an examination

of theoretical literature on the concept of teaching.
Staff (offered as required)

1310X READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311X READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session

1313X LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first and second language study).
M. Swain, F. Smith, and *B. Fillion*, Regular Session (after hours)

1315X ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation, and the relationship of curriculum to classroom practices will be examined.
B. Fillion, Regular Session (after hours)

1316X MATHEMATICS IN THE SCHOOL CURRICULUM

A variety of recent curriculum reforms in mathematics is studied. Their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation are analyzed.
C. D. Carlow, Summer Session and Regular Session (after hours)

1317 THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory, and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. H. Stern, Regular Session (offered in 1976/77 and alternate years)

1318 METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
H. H. Stern, Regular Session (alternate years; not offered in 1976/77)

1320XQ SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Summer Session and Regular Session (after hours)

1320XR SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Prerequisite: Permission of the instructor.

D. A. Roberts, Regular Session (after hours)

1321X THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and 1320XQ or 1320XR, or equivalent.

D. A. Roberts, Regular Session (after hours)

1322XQ SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching-learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of "the new social studies."

Prerequisite: 1300X or permission of the instructor.

M. J. van Manen, Regular Session (after hours)

1322XR SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focuses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.

Prerequisite: 1300X or permission of the instructor.

M. J. van Manen, Regular Session (after hours)

1332 DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.

Staff, Regular Session (after hours)

1336X PSYCHOLOGY OF SECOND LANGUAGE LEARNING

Theories and research of first language (L1) acquisition are considered for their relevance to theories and research on second language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in light of concepts such as interlanguage, transitional competence, and approximative systems. The roles of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.

M. Swain, Regular Session (after hours; offered in 1976/77 and alternate years)

1337X BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research

questions and findings related to bilingual education in Canada – for English-Canadians, French-Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain, Regular Session (after hours; alternate years; not offered in 1976/77)

1340X AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching–learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341X THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic communication theories, with special attention given to the philosophical and psychological premises, is included. Studies in research, history, and significant programming of the various media will be made in depth. With the approval of the staff, students, individually or in groups, will undertake projects for study and development.

Prerequisite: 1340X.
F. B. Rainsberry, Regular Session

1342X FILM AND THE TEACHING OF THE HUMANITIES

An examination of the use and study of film and other electronic media in humanities education, as teaching aids, artistic productions, and sociolinguistic phenomena. The concept of the humanities, the place of film in humanistic studies, critical approaches to film study, and various teaching procedures will be discussed and analyzed.
B. Fillion, Regular Session (after hours)

1345X ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.
R. Courtney, Summer Session and Regular Session (after hours)

1347X ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical, psychological, and ethnological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of drama as both a subject and a method.

Prerequisite (or corequisite): 1345X.
R. Courtney, Summer Session and Regular Session (after hours)

1352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enroll in 1352X is expected to draw up a proposed plan of study, deliver one copy of this proposal to the faculty advisor, and deliver a second copy to the instructor with whom the course is to be taken.

Prerequisite: Approval by both individuals specified above.
Note: Course 1352X will not be approved on a student's Program Planning Sheet until the conditions specified above have been met.

1355X PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly, Summer Session

1360X THE EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.

Prerequisite: Knowledge of descriptive statistics and elementary testing concepts or the permission of the instructor.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1365X PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. Regan, Regular Session (after hours)

1370X THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310X or 1313X.
J. A. McInnes, Regular Session (after hours)

1380X MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyze the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.
G. L. McDiarmid, Regular Session

1398X PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.
Staff, Regular Session only

1399X PRACTICUM IN CURRICULUM II

See description for 1398X.
Staff, Regular Session only

3300X RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300X.
G. L. McDiarmid, Regular Session (offered as required)

3308X THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analyzed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructors.
D. A. Roberts, F. M. Connelly, and staff, Regular Session

3309X ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructors.
D. A. Roberts, F. M. Connelly, and staff, Regular Session

3310X RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data.

Prerequisite: 1310X, 1311X, or 1313X.
Staff (offered as required)

3311X THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311X and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311X or permission of the instructor.
F. Smith, Regular Session

3315X RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English education in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315X or permission of the instructor.
B. Fillion, Regular Session (daytime; offered as required)

3316X RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research, theory, and practice related to the learning of mathematics at the elementary or secondary levels. Students will apply the insights from these sources to the development and critique of projects of interest.

Prerequisites: 1316X and a Project Proposal approved by the instructor.
C. D. Carlow, Summer Session (alternate summers; not offered in 1976) and Regular Session (offered in 1976/77 and alternate years)

3319X COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317 or 1318, or permission of the instructor.
H. H. Stern and staff, Regular Session

3320X RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly and *D. A. Roberts* (offered as required)

3322X RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.
M. J. van Manen (offered in 1976/77 and alternate years)

3340 RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340X and 1341X.
F. B. Rainsberry, Regular Session (after hours; offered as required)

3346X COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime; offered as required)

3352X INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352X, but at the doctoral level.

3360X ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focusing on evaluation and others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360X or permission of the instructors.
J. Weiss and *M. Wahlstrom*, Regular Session (daytime)

3380X RESEARCH SEMINAR IN THE EDUCATION OF MINORITY GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority group children and youth in school. Results of school-community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.

G. L. McDiarmid, Summer Session 1976 (not offered Regular Session 1976/77, then offered as required in Regular Session only)

The following courses might also be of special interest to students in Curriculum:

Applied Psychology: 1200X, 1206X, 1209X, 1230X, 3200X, 3203X, 3209X, 3220X

Computer Applications: 1500X, 1510X, 1515X

Educational Administration: 1016X, 1020X

Educational Planning: 1721X

History and Philosophy of Education: 1412X, 1428X, 1431X, 1432X, 1434X, 1441X, 1443X, 1450X, 1451X, 3445X, 3451X

Measurement and Evaluation: 1610X, 1615X, 1659X, 1660X, 1666X

Sociology in Education: 1903X, 1908X, 1909X, 1919X, 1935X, 3911X, 3930X

Educational Administration

THOMAS R. WILLIAMS, *Ph.D.*
(University of Michigan)
Associate Professor and
Chairman of the Department
(Metropolitan Toronto study; decentralization in large school systems; trustee–administrator relationships; school community relationships; the principalship)

*LAWRENCE M. BEZEAU, *Ph.D. (Stanford)*
Assistant Professor
(economics, finance, and planning of education; social science research methodology)

BEVERLEY BROPHY, *Ed.D. (Toronto)*
Assistant Professor
(leadership development, evaluation of school personnel, elementary and secondary organization)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

PETER J. CISTONE, *Ph.D.*
(Pennsylvania State)
Associate Professor
(politics of education; organization theory; school board member recruitment and socialization; educational governance and policy-making)

JOHN E. DAVIS, *Ph.D. (Toronto)*
Assistant Professor and Head,
OISE Midwestern Centre
(organizational and professional development)

ROBIN H. FARQUHAR, *Ph.D. (Chicago)*
Professor and Assistant
Director, OISE
(preparation in educational leadership; nonpublic schools; interuniversity cooperation; international approaches in administration; recruitment of educational leaders; creativity and futurism)

T. BARR GREENFIELD, *Ph.D. (Alberta)*
Professor
(organizational analysis, values, and action; organizational design; inventing and improving organizations)

MARK HOLMES, *Ph.D. (Chicago)*
Associate Professor, and Coordinator
of Field Development, OISE
(effect of the school, and internal school characteristics, on educational outcomes; values in education; planning for school change; school administration)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor and Academic
Services Officer, OISE
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; operations analysis and management systems)

STEPHEN B. LAWTON, *Ph.D. (University of*
California at Berkeley)
Associate Professor, cross-appointed
from the Office of the Coordinator of
Graduate Studies
(allocation of provincial funds and their relationship to socioeconomic measures of educational need; economics of education; evaluation and statistical data analysis)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor
(program design, implementation, and

---

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

evaluation; problems in creating educational settings; alternative schools; school and community)

JOHN R. MCCARTHY, *M.A. (Columbia), LL.D. (McMaster), LL.D. (Queen's)*
Associate Professor
(provincial administration of education; role of provincial commissions, committees, and task forces; school finance, grants to school boards; school law; role of trustee, teacher, and administrator organizations)

GERALD T. MCLEOD, *M.Ed. (Alberta)*
Lecturer
(organizational behavior; school board/teacher collective bargaining; action approaches to organization analysis; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, cross-appointed with the Ontario Council for Leadership in Educational Administration (OCLEA), Executive Director
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development)

RUTH NAROT, *Ph.D. (Johns Hopkins)*
Assistant Professor
(sociology; evaluation and survey research; politics of sex roles, methodology)

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor
(grants to school boards; school costs; taxation for education; separate school organization; local and central control of education; school law)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(future context of education; legal context of Canadian education; intrapersonal and interpersonal experiences)

DORIS W. RYAN, *Ph.D. (Chicago)*
Associate Professor
(organizational studies; decision-making; community involvement; secondary and postsecondary school studies)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor and Assistant Coordinator of Graduate Studies, OISE
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; open education; development of teacher organizations; politics of education; American Indian education; inner-city education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(program development and innovative education; alternative schools; understanding belief and value systems pertinent to education)

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

A single integrated program focused on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:
(*a*) experience as a school business official or in some other professional role in educational administration;
(*b*) two letters of recommendation;
(*c*) a promising score on the Miller Analogies Test (see page 7);
(*d*) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees of $70 for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:
(*a*) the core module, 1040X and 1041X;
(*b*) a specialized module, 1017X and 1031X;
(*c*) an elective module, normally including one half-course from the M.Ed. Human Relations courses – 1012X, 1023X, and 1024X – and one half-course from the Department of Educational Planning.

Students may enroll full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one regular session; on a part-time basis, in any combination of three regular or summer sessions. Some courses may be available off-campus.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practicing school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practicing administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 20 to 22, the department requires that, whenever possible, the two letters of reference (page 2) should be written by (*a*) an educational administrator for whom the applicant has worked, and (*b*) a professional colleague. Also, MAT scores are required for both part-time and full-time applicants (see page 7).

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take:

(*a*) a core module normally to be taken first in the student's program and consisting of:

1040X Administrative Problems I: The School
1041X Administrative Problems II: The School in Society; and

(*b*) one half-course in human relations selected from:

1012X Clinical Analysis of the Administrative Process
1023X Interpersonal Relations in School Systems
1024X Clinic in Administrative Relationships; and

(*c*) five elective half-courses, at least one of which must be taken in educational administration; for a total of eight half-courses.

Students lacking teacher training and experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(*a*) Policy Development and Politics of Education
(*b*) Economics, Finance, and Business Management of Education
(*c*) Management of Human Resources in Education
(*d*) Administration of Postsecondary Institutions
(*e*) Social Context of Educational Administration
(*f*) Program Development and Evaluation in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that courses in the M.A., Ph.D., and Ed.D. programs are not normally open to them since they require full-time study or, at least, attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enroll, part time or full time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION
(M.Ed. students only)

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Winter terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1976 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1976/77 Regular Session.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practicing educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 23 to 24, the Department of Educational Administration specifies the following:

(*a*) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(*b*) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by at least one letter of reference from a senior administrator under whom the applicant has functioned, commenting on the applicant's

- achievement in identifying and solving educational problems;
- ability to work with people;
- leadership style;
- awareness of current social and educational issues;
- ability of effective expression, both in speech and in writing.

(*c*) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

(*d*) After an initial screening, applicants will be interviewed by a selection team.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(*a*) the Ed.D. core module, which consists of three half-courses – 3040X, 3041X, and 3042X – that apply theoretical and practical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(*b*) Option Module A, which consists of two half-courses that offer the student an opportunity for advanced study in one of the six areas of concentration cited in the M.Ed. program description;

(*c*) Option Module B, which consists of either:

- a two half-course internship (3044X and 3045X) and one half-course elective (to be taken outside the Department of Educational Administration), or
- a half-course internship (3044X) and two half-course electives (one of which will be from outside the Department of Educational Administration);

(*d*) a developmental thesis that describes the invention, application, and evaluation of a program to accomplish an important task in educational organization.

A student's program of study will normally begin in the Fall term with two courses of the Ed.D. core module and one elective from Module B. During the Winter term (and Spring term, if a two half-course internship is chosen) the student will take Option Module B and the remaining course of the Ed.D. core module. Option Module A will generally be taken during the summer after the year of residence, or may be completed after hours during a Regular Session outside the year of residence, thus completing the eight half-courses required for the degree. Three independent papers are required, each of which synthesizes and applies the knowledge gained in one of each of the three modules. Two of these papers must be satisfactorily completed before the student's proposal for a developmental thesis will be accepted.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This specialization prepares students in the analysis and design of educational organizations. An integrated program of study leads first to the M.A., with the possibility of continuing into the Ph.D. program. The program is suited to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. Teaching or administrative experience is recommended but not required for admission. The program is designed for students who have a commitment to education and to the task of improving schools through theory and research.

DEPARTMENTAL REQUIREMENTS

The program is available to students only through full-time study. Students must also meet the general admission requirements for M.A. and Ph.D. programs as described on pages 22 and 25. Normally students will begin the program with studies leading to the M.A., but students with appropriate training and background may enter Ph.D. studies on the recommendation of the department. Because the program design integrates both credit and non-credit experiences, satisfactory completion of all program elements, as judged by the M.A.–Ph.D. team, is required.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:

1001 Seminar in Educational Organization and Design
1002X Social Science Seminar
1003X Research Methodology Seminar
1666X Elements of Statistics

In addition, one half-course option; a research and development apprenticeship; and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

Throughout the program, students will undertake clinical observation and work within school settings. Opportunities for development of students' interpersonal and group process skills are also provided.

The second year is similar to the first, and includes:

3001 Advanced Seminar in Educational Organization and Design
3002X Advanced Social Science Seminar
3666X Intermediate Statistics and Research Design

In addition, two half-course options, an apprenticeship, an internship, and a second independent paper are required.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, an internship and a thesis.

Courses 1001 and 3001 and half-courses 1002X and 3002X constitute the student's major in Educational Administration; 1003X, 1666X, and 3666X constitute the first minor; and the optional studies constitute the second minor. The remaining portions of the program do not carry course credit, though they are required by the department.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Administrative and organizational theory is applied to the analysis of fundamental questions regarding the purposes, functions, and forms of educational organization. The questions identified in

this course are selected to shape inquiry throughout the M.A.–Ph.D. program.
A. F. Brown, R. I. Simon, and staff, Regular Session

1002X SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content and methodology from such fields as economics, political science, psychology, sociology, and anthropology are applied to problems related to educational organization and design.
T. B. Greenfield, M. A. Levin, and staff, Regular Session

1003X RESEARCH METHODOLOGY SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will be addressed to student needs developing from their involvement in apprenticeships, assistantships, and internships.
S. B. Lawton and staff, Regular Session

1012X CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies, simulation materials, and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
Staff, Summer Session and Regular Session

1016X PROGRAM ORGANIZATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, M. A. Levin, and *R. I. Simon*, Summer Session and Regular Session

1017X EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
J. R. McCarthy and *E. B. Rideout*, Summer Session and Regular Session

1018X THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.
P. J. Cistone, A. D. Selinger, and *T. R. Williams*, Summer Session and Regular Session

1020X THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional

techniques, multimedia presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity (*a*) to develop a personal and professional orientation toward change, and (*b*) to apply this orientation to a self-selected educational problem from the real or an imagined world.
M. P. Robbins, Regular Session

1022X THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to the students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for this role.
G. T. McLeod, R. Narot, D. W. Ryan, and *A. D. Selinger*, Summer Session and Regular Session

1023X INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow (*a*) more accurate prediction of appropriate behavioral responses, and (*b*) suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024X CLINIC IN ADMINISTRATIVE RELATIONSHIPS

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
L. M. Bezeau and staff, Summer Session and Regular Session

1027X THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The economic aspects of administering educational systems are analyzed through concepts from program budgeting, input-output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
L. M. Bezeau, Summer Session and Regular Session

1029X SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff, and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session

1030X THE LEGAL CONTEXT OF EDUCATION

An exploration of the interrelationships among legal doctrine, legal process,

educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.
M. P. Robbins, Regular Session

1031X SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
E. B. Rideout, Summer Session and Regular Session

1032X ADMINISTRATION OF COMMUNITY COLLEGES

Current administrative problems in community colleges will be analyzed in the light of various administrative theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
D. W. Ryan and staff, Regular Session

1040X ADMINISTRATIVE PROBLEMS I: THE SCHOOL

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organizational theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. Other topics may include patterns of program organization, non-grading, flexible scheduling, grading and reporting, open education, alternative schools, and program evaluation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, G. T. McLeod, R. Narot, and staff, Summer Session and Regular Session

1041X ADMINISTRATIVE PROBLEMS II: THE SCHOOL IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.
P. J. Cistone, J. H. House, M. A. Levin, and *J. R. McCarthy*, Summer Session and Regular Session

1052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1001, but at a more advanced level.

Prerequisite: 1001.

A. F. Brown, R. E. Simon, and staff, Regular Session

3002X ADVANCED SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1002X, but at a more advanced level.

T. B. Greenfield, M. A. Levin, and staff, Regular Session

3013X DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four headings: (*a*) the structure of organizational behavior, (*b*) some dynamics of groups and individuals, (*c*) studies of interpersonal behavior in administration, (*d*) designing organizations for individuals.

A. F. Brown, Regular Session

3017X ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and nonautomatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of education costs, financing of long-term developments in education.

L. M. Bezeau, Regular Session

3018X THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local and provincial levels. Areas of study will include those introduced in 1018X, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.

T. R. Williams, Regular Session

3020X ADVANCED SEMINAR IN EDUCATIONAL FUTURES

An advanced, in-depth consideration of some of the topics developed in course 1020X. Seminar students assist in planning the agenda for the course and have an opportunity to develop topics for independent inquiry or thesis research.

Prerequisite: 1020X, or 1935X, or permission of the instructor.

M. P. Robbins, Regular Session

3040X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I

3041X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II

3042X ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III

These three seminars are designed to shape inquiry throughout the program. Included are seven areas of study: Organizational Theory and Application, Management Techniques in Educational Settings, Educational Issues and Policy Development, Economics and Finance in Education, Politics of Education, Organizational Development, and Research and Development Techniques.

Ed.D. students must enroll in all three seminars concurrently.

B. Brophy, L. M. Bezeau, P. J. Cistone, R. H. Farquhar, J. H. House, J. R. McCarthy, G. T. McLeod, D. F. Musella, E. B. Rideout, M. P. Robbins, D. W. Ryan, J. G. Scott, A. D. Selinger, and *T. R. Williams,* Regular Session

3044X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
B. Brophy, J. R. McCarthy, T. R. Williams, and staff, Regular Session

3045X INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044X.
B. Brophy, J. R. McCarthy, T. R. Williams, and staff, Regular Session

3052X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052X, but at the doctoral level.

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. and Ed.D. program description:

Adult Education: 1100X, 1106XR

Computer Applications: 1525X

Curriculum: 1301X, 1302X, 1305X, 1360X

Educational Planning: 1700X, 1701, 1704X, 1706X, 1715X, 3710X

History and Philosophy of Education: 1403X, 1417X, 1434X, 3426X, 3427X

Measurement and Evaluation: 1659X, 3610X

Sociology in Education: 1909X, 1929X, 1935X, 1960X, 1970X

Higher Education: 1803, 1809X

Educational Planning

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor and Chairman of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor
(economics of education, particularly quantitative models for educational policy; theory; history and political economy of planning)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group, and Director of Research for the Council of Ontario Universities

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor
(public finance and educational policy; alternative policies for postsecondary education)

*EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in local education authorities; school–community interaction; implementation of educational innovations; equity in school provisions)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography and Canadian socio-economic history in relation to education in Canada and especially in Ontario)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed to Computer Applications
(operations research/systems analysis in educational planning; information systems and resource allocation structures for school board planning and decision-making)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(cybernetics and general systems theory for corporate planning and effective management in school boards and colleges/universities; administrative intelligence-information systems; model-building for educational planners; planning philosophy and management thought)

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(planning as a tool for social policy; forecasting techniques and planning methodology; manpower planning for education, particularly supply/demand studies of the teacher force; enrollment projections)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(educational planning for developing nations; comparative and international education; planned social change in Canada; Indian and Innuit [Eskimo] education; UNESCO)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

---

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs undertaken on a full-time basis require attendance in the non-credit departmental seminar N1713X at the master's level, or N3713X at the doctoral level.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make-up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practicing planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 23 and 24, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(*a*) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.

(*b*) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.
(*c*) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, micro-planning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 25 and 26, work for this degree includes:
(*a*) a major in Educational Planning, consisting of four appropriate half-courses;
(*b*) a first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto;
(*c*) a second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

Note: The Department of Educational Planning is conducting a major review of its graduate instruction programs. For further information regarding possible program changes, please contact the department.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrollment. There will probably be more courses offered after hours in a given year than the calendar indicates.

1700X THEORIES OF MICRO-EDUCATIONAL PLANNING

An application of concepts of town planning, regional planning, and land use to school planning; an examination of the range of activities of a planning office; a study of the relationships of planning decisions to political decisions and of planning to educational research.
C. Watson and *F. G. Ridge,* Regular Session (after hours)

1701 SCHOOL SYSTEMS: PLANNING PRACTICUM

Description as for 1700X.
In this course students carry out a set of planning exercises which include such

things as projecting enrollment, teacher supply/demand, preparing long-range capital budget and operating budget forecasts, and estimating the effects on the school system of proposed public policy changes in other sectors.

Starting in 1976/77 the course will be given in two sections: (*a*) for students from Ontario or other parts of North America; (*b*) for overseas students. The latter will be required to bring with them statistical data and other materials relating to countries for which they will do planning exercises.
C. Watson and *S. Quazi*, Regular Session (after hours)

1702X UNIVERSITY AND POSTSECONDARY SYSTEMS: PLANNING PRACTICUM

Description as for 1701. The exercises relate to higher education system planning and to institutional planning.
C. Watson, B. L. Hansen, and *S. Quazi*, Regular Session (not offered in 1976/77)

1703X EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

This course deals with the relationship between education and economic activity at both the micro- and macro-level. Topics to be covered include the contribution of education to economic growth and individual earnings. Special references are made to the Canadian case.
M. L. Handa, Regular Session

1704X QUANTITATIVE METHODOLOGIES OF EDUCATIONAL PLANNING

An introduction to selected techniques drawn from the mathematical and statistical sciences in order to assist the educational planner in developing a quantitative approach to planning problems in a systematic framework of analysis. Emphasis will be on application and evaluation of the techniques in an educational planning context, and in bridging the communications gap between educational decision-makers and mathematically trained researchers.

Prerequisite: 1666X or permission of the instructor.
S. Padro, Regular Session (after hours)

1705X POPULATION STUDIES

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include population measurement and prediction; mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration, and consideration of patterns of urbanization and location; determinants and consequences of international migration; the relation of population to resources; population policies; the composition of population; the relation of demographic factors to education.
B. B. Macleod, Regular Session

1706X PUBLIC FINANCE AND EDUCATIONAL PLANNING

Public finance will be used as the frame of reference for studying allocation, distribution, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland, Regular Session (after hours)

1707X EDUCATIONAL SYSTEMS MODELS

The main emphasis will be on the class of macro-models known as flow models, which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure

that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.
G. S. Tracz, Regular Session (not offered in 1976/77)

1708X EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.
J. P. Farrell, Regular Session

1709X THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session (classes in French on request)

1710X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES FOR PLANNERS

An examination of divergent views on theoretical and practical issues and problems in education, which are relevant for educational planners, particularly those at the local level. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of paraprofessionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs, such as French instruction.
E. H. Humphreys, Regular Session (after hours; offered as required)

1712X MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, substitutability of different types of education and training, methods of forecasting manpower requirements, and the relationship between postsecondary education and manpower programs for adults.
M. L. Handa, Regular Session

N1713X SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL

This is a compulsory non-credit course expected to be taken by every full-time student as part of the academic program during each year of residence within the department. Since the seminar is a departmental activity, faculty members are also expected to attend regularly. The series of seminars includes presentations by visiting speakers, faculty, and students. The main object of the course is to

provide a regular forum for academic discussion in the department.
Staff, Regular Session

1714X THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course outlines the history of economic and educational planning and presents a comparative view of current planning practices in selected countries. Canadian educational planning problems are then discussed in this historical and comparative perspective.
Staff, Regular Session

1715X METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
W. E. Alexander, Regular Session

1719X PLANNING THEORIES AND ISSUES IN COLLEGE AND UNIVERSITY MANAGEMENT

The aims of this course are to examine long-range planning issues and the effective use of all types of resources in colleges and universities, to explore current and developing administrative problems and ways of coping with them, and to review programs in developing and applying management methods and techniques to college and university planning and administration.

Topics planned for the course include: the financial crisis, utilizing physical facilities, costing, faculty workload, academic planning, internal governance, internal pricing, trends in faculty compensation, institutional models for university management institutional–system level relations, and university–government relations.
G. S. Tracz, Regular Session

1721X SOCIAL AND ECONOMIC INFLUENCES IN CANADIAN EDUCATION

An examination of historical and present-day social and economic influences in Canadian education, with special emphasis on the function of education within the Canadian economy; structural accommodation of education to social change throughout Canada's history; and provincial variations, with particular attention to Ontario.
B. B. Macleod, Regular Session

1752X INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1752XR INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: CYBERNETIC CONCEPTS AND GENERAL SYSTEMS THEORY IN EDUCATION

This course will be of interest to students of educational theory in general, and of educational planning in particular. It develops the meaning, content, and fundamental concepts of cybernetics – the science of control and communication in the man-machine interface – and of general systems theory, which attempts to develop unifying theories applicable to all sciences.

Practical applications of cybernetic and systems principles to problems in planning, management, administration, philosophy, psychology, instruction, and

sociology of education will be studied in detail.
G. S. Tracz, Regular Session

3703X WORKSHOP: TOPICS IN THE POLITICAL ECONOMY OF EDUCATION

Each year a single theme is chosen, and students are invited to develop a topic related to that theme for discussion and analysis. Included among past themes have been: education and inequality, the political economy of education (using a socialist conceptual framework), and educational planning for disadvantaged groups in Canada.

Prerequisite: 1703X or equivalent.
M. L. Handa, Regular Session

3704X SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING

The purpose of this course is to examine and evaluate applications of systems analysis and management-science techniques to the modeling of the planning process at various levels of the educational hierarchy (primary, secondary, and higher education). Recent developments in comprehensive quantitative approaches to educational planning problems will be reviewed and their potential for improving the reliability of forecasts and the information base in planning and decision-making, and for identifying the contribution of modeling efforts to educational policy analysis, will be discussed.
G. S. Tracz, Regular Session (not offered in 1976/77)

3705X SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705X or equivalent.
B. B. Macleod, Regular Session

3706X SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705X or equivalent.
Staff, Regular Session

3707X SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Topics will include: an introduction to stochastic processes, Markov processes, elementary queuing theory, and Monte Carlo simulation techniques; optimization subject to constraints by mathematical programming methods, with applications in educational systems; an introduction to the theory of games and statistical decisions.

Prerequisites: 1704X or equivalent. Mathematics prerequisites to be discussed with the instructor.
S. Padro, Regular Session (offered in 1976/77 and alternate years)

3708X SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus

general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson*, Regular Session

3710X SEMINAR: EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competition for a society's resources.
W. E. Alexander, *V. R. D'Oyley*, and *J. W. Holland*, Regular Session

N3713X SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for N1713X, but at the doctoral level. Every doctoral student is expected to make at least one seminar presentation during the period of resident study.
Staff, Regular Session

3715X SEMINAR: ADVANCED DEMOGRAPHIC ANALYSIS

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705X or equivalent.
B. B. Macleod, Regular Session

3716X METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practicing researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (*a*) the special analytical problems faced when using comparative data, and (*b*) the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, Regular Session

3721 TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned on pages 94 and 95.

Prerequisite: Permission of the instructors.
E. H. Humphreys and staff (offered as required)

3722 TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be

taken in the second term of residence for Ed.D. students.
E. H. Humphreys and staff (offered as required)

3752X SEMINAR: INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752X, but at the doctoral level.

3752XR INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: ORGANIZATIONAL CYBERNETICS FOR EDUCATIONAL PLANNING AND MANAGEMENT

This is an advanced seminar for research into recent advances in theoretical bases of general systems management and organizational cybernetics. Contributions by Ackoff, Ashby, Beer, Deutsch, Drucker, Miller, Vickers, Wiener, etc., will be reviewed, interpreted, and incorporated as they apply to corporate planning and effective management.

Participants will design cybernetic decisions systems in the institutional setting of school boards and colleges/universities. Impact of the emerging cybernetic culture on planning philosophy and managerial thought in society, in general, and educational jurisdictions, in particular, will be examined.
G. S. Tracz, Regular Session

The following courses might also be of special interest to students in Educational Planning:

Computer Applications: 1510X, 1525X

Educational Administration: 1017X, 1030X

Sociology in Education: 3930X

History and Philosophy of Education

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, and Chairman of the Department
(philosophy of science; historiography; philosophy of traditions; the history and philosophy of 17th-century science; historical record linkage)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, and Coordinator of Graduate Studies, OISE
(philosophy of values; social theory; moral education; theory of educational inquiry)

DWIGHT R. BOYD, *Ed.M. (Harvard)*
Lecturer
(moral education; ethics; political philosophy; developmental education)

***WILLARD BREHAUT**, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies; Canada's relationship with the Third World; politics and ideology in Ontario)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history; philosophy of social science; social studies education; Canadian studies; moral development in penal reform)

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer
(European education and intellectual history; Modern France; the Renaissance)

DAVID C. LEVINE, *Ph.D. (Cambridge)*
Assistant Professor
(social modernization and economic change; historical demographic and social structural analysis)

****DIETER MISGELD**, *Dr.Phil. (Heidelberg)*
Assistant Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; education in nineteenth century Ontario; history of American education; history of women and the family; history of women teachers)

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education

---

* Coordinator of Ed.D. program in History and Philosophy, to whom inquiries concerning both the M.Ed. and Ed.D. programs should be directed.

**Graduate Studies Academic Secretary, to whom inquiries concerning M.A. and Ph.D. programs should be directed.

M.A. in History and/or Philosophy of Education
Ed.D. in History and/or Philosophy of Education
Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within History/Philosophy of Education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in History or Philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education. This program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided History and/or Philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy programs offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in History and/or Philosophy by graduates from other universities. In certain cases, some additional course work or reading in History and/or Philosophy may be required.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in History and/or Philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Department of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in History and/or Philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(*a*) Three half-courses in History and/or Philosophy of Education.

(*b*) Two half-courses, or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.

(*c*) One elective half-course normally, but not necessarily, taken in the Department of History and Philosophy of Education.

(*d*) A thesis.

Note: Any students planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the November convocation should plan their thesis research and writing so as to enable them to present the final draft of their thesis to their committee *not later than September 1.* This means that such students will need to work full time on the thesis during the summer months.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see page 23), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

The Ed.D. in this department is a highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:

(*a*) Four half-courses taken on a part-time basis prior to beginning full-time resident study.

(*b*) During the residence period, which is two consecutive academic terms, all Ed.D. students are required to undertake the Ed.D. seminar (two half-course credits) and two practica (each one

half-course credit) under the guidance of individual faculty members.
(*c*) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focuses more directly on practical problems. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. Program (counting the one-year program for the M.A. as Year 1)
The Ph.D. degree requires three years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in History and/or Philosophy of Education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:
(*a*) two half-courses in History and/or Philosophy of Education;
(*b*) an outside minor consisting of two half-courses or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies;
(*c*) two elective half-courses, normally, but not necessarily, in History and/or Philosophy of Education;
(*d*) a thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or the doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrollments would preclude this.

1400X HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.
J. S. Hockley, Regular Session (after hours)

1401X HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: e.g., society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.
J. S. Hockley, Regular Session (after hours)

1402X HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Problems of special interest to Canadians are considered in their European context: e.g., education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402X.)
J. S. Hockley, Regular Session (after hours)

1403X HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404X and 3403X.)
W. Brehaut, Regular Session (after hours)

1404X HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403X. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403X or equivalent.
W. Brehaut, Regular Session (after hours)

1406X HISTORY OF EDUCATION IN COLONIAL CULTURES

An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses.
Staff, Regular Session (after hours)

1407X HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (state) educational controversies that marked the nineteenth century period in Britain, and the adjustments, revisions, and reforms that followed in the twentieth century.
Staff, Regular Session (after hours)

1409X EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
Staff, Regular Session (after hours)

1410X THE UNIVERSITY IN AMERICAN SOCIETY: THE COLONIAL PERIOD TO THE PRESENT

A survey of the relation between social development and higher learning in the United States. Topics for discussion include the Americanization of the idea of the university; the impact of evangelical religion on higher education; nationalism and educational thought; the role of the nineteenth century college in American culture; the origins of the modern university; progressivism and the purpose of higher education; development of the multiversity; student protest and

the restructuring of the university; and the idea of the critical university.
A. Prentice, Regular Session (after hours)

1411X EDUCATION AND SOCIAL CHANGE: THE AMERICAN EXPERIENCE

This course examines the relation between social change and educational development in American history. It emphasizes urban problems, particularly the educational implications of social stratification and the development of bureaucracy, and studies movements of urban educational reform at different points in time.
A. Prentice, Regular Session (after hours)

1412X EDUCATION AND CULTURAL CONTROVERSY

(Not offered in 1976/77)

1417X POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.
Staff, Regular Session (after hours)

1419X RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff, Regular Session

1420X SOCIAL HISTORY AND EDUCATION

This seminar will study the relationship between social historical developments and educational thought and practices. It will emphasize the ways in which teachers might develop curriculum using Canadian materials to study such issues as the relationships among literacy, crime, school attendance, immigration, economic development, industrialization.
I. Winchester and staff, Regular Session (after hours)

1422X THE FAMILY AND SEX ROLES IN HISTORY

The history of the family and of sex roles as these relate to the history of child-rearing and education in Great Britain, France, the United States, and Canada.
A. Prentice, Regular Session (after hours)

1425X CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling, vocational schools, curriculum reform.
Staff, Regular Session

1426X WOMEN IN EDUCATION IN CANADA

A consideration of the history of women's education and the educational role of women in New France, British North America, and Canada.

Prerequisite: 1422X or permission of the instructor.
A. Prentice, Regular Session (after hours)

1427X THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.
H. Troper, Regular Session (after hours)

1428X MINORITY AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.

H. Troper, Regular Session (after hours)

1430X PHILOSOPHY OF MIND IN EDUCATION

An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.

E. C. Olsen, Regular Session

1431X THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430X, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.

E. C. Olsen, Regular Session

1432X KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430X or 1431X except by permission of the instructor.

E. C. Olsen, Regular Session (after hours)

1433X FREEDOM AND RESPONSIBILITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will include: negative and positive freedom, existential freedom, personal autonomy, "planned" societies, and the writings of certain contemporary critics of education. Theoretical viewpoints will be developed in order to relate them to educational/social settings. This course does not presuppose extensive background in philosophy.

E. C. Olsen, Regular Session (after hours)

1434X PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

Concepts of education in a democratic society will be examined in the light of Dewey's classical work, the more recent philosophy of education, and more recent social criticism and political philosophy. The notions of "democratization" and "politicization" and the educational implications of contemporary criticism of democracy will be considered with reference to Canadian materials.

(This course is for students with little or no background in philosophy.)
D. Misgeld, Regular Session (after hours)

1435X DEMOCRACY AND EDUCATION

A seminar course developing the theme of 1434X in more specific directions such as: the role of the critique of technology and science as ideology, technocratic attitudes toward democracy and education and their critique, crises of legitimacy in advanced industrial societies, the "end of ideology" debate today, the dilemmas of social control and the idea of emancipation. In conclusion, Dewey's work is to be reassessed in light of the topics mentioned.

Prerequisite: 1434X or permission of instructor.
D. Misgeld, Regular Session (after hours)

1437X PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen and *I. Winchester*, Regular Session (after hours)

1438X EDUCATION AND VALUE THEORY

This course will focus on a selection of the following topics as they relate to theory of value: the concept of education, the nature of value judgments, cognitive development, curriculum decisions, moral education, teacher/student relationships. Background in philosophy is not required.
D. Boyd, Regular Session

1441X MORAL EDUCATION

This course will consider theoretical issues in moral education focusing on such topics as: general theory of value; subjectivism and relativism; indoctrination; theories of moral development; different approaches to moral education; the relation of education to social/political reform.
D. Boyd, Regular Session (after hours)

1442X MORAL THEORY FOR THE SCHOOLS

This is a comprehensive introductory ethics course for people who wish to develop a body of value theory that they can bring to bear (in other courses and contexts) on educational problems. No background in philosophy is required but an interest in exploring issues in ethical theory is desirable.
C. M. Beck (not offered in 1976/77)

1443X THE LEARNING OF VALUES: A PRACTICUM

Inquiry into factors affecting the learning of moral and social values in various educational settings, on both a theoretical and practical level. This involves a study of basic theories of values and value education, the planning and development of program units, teaching strategies, etc., and the implementation of the program under varying conditions such as those in elementary schools, secondary schools, "free" schools, provincial training schools.
J. A. Eisenberg, Regular Session

1445X THE PROBLEM OF A PHILOSOPHICAL ANTHROPOLOGY AND ITS IMPLICATIONS FOR EDUCATION

D. Misgeld, Regular Session (not offered in 1976/77)

1450X PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester, Regular Session (after hours)

1451X THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES

A consideration of some of the major contemporary positions (Gottschalk, Hempel, Collingwood, Dray, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences, and the relevance of these theories for social science education. Emphasis is placed on the nature and function of generalizations; views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and of the social sciences to the teaching of these subjects.
J. A. Eisenberg, Regular Session (after hours)

1452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Description as for 1452X above.

1453XL INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: THE "CRITICAL THEORY OF SOCIETY" AND SOCIAL INQUIRY IN EDUCATION

The "Critical Theory of Society," as represented by Marcuse, Horkheimer, Adorno, and Habermas, will be analyzed with regard to its suitability as a foundation for reflection on social issues in education. Its relation to other models of social understanding, such as phenomenology, ethnomethodology, and the philosophy of ordinary language, will be explored.
D. Misgeld, Regular Session (after hours)

1456X ALTERNATIVES IN EDUCATION

A consideration of theories about alternative education, the practice of alternative educators, and the possible relationship of these to the public school system.
Staff, Regular Session (after hours)

1464X EDUCATION FOR UNDERDEVELOPING COUNTRIES

A seminar course including the following topics: Canada's relations with the Third World, factors responsible for reinforcing the process of underdevelopment, Canadian aid to Third World educational systems, how Canadian attitudes toward underdevelopment and the Third World are shaped, studies of alternative approaches to education in the Third World and in Canada about the Third World.
G. L. Caplan, Regular Session (after hours)

1465X RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES

A research seminar based on topics covered in 1464X. Open only to students taking 1464X in the first term, or by

specific personal permission of the instructor.
G. L. Caplan, Regular Session (after hours)

3402X PROBLEMS IN THE HISTORY OF MODERN EUROPEAN EDUCATION

European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neo-humanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. The course complements 1402X but may be taken independently of it.
J. S. Hockley, Regular Session (after hours)

3403X HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL

Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut, Regular Session

3420X URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
I. Winchester and *M. Levine*, Regular Session (after hours)

3424X ONTARIO EDUCATION

A research course designed for students wishing to develop thesis topics. An examination of education and social policy in Ontario.
Staff, Regular Session

3426X EDUCATION, POLITICAL CULTURE, AND POLITICAL SOCIALIZATION IN CANADA

A seminar course designed to examine the concepts of political culture and socialization, and to determine their nature and functioning in the Canadian context.
G. L. Caplan, Regular Session

3427X RESEARCH SEMINAR IN EDUCATION, POLITICAL CULTURE, AND POLITICAL SOCIALIZATION IN CANADA

A research seminar based on topics covered in 3426X. Open only to students taking 3426X in the first term, or by permission of the instructor.
G. L. Caplan, Regular Session

3428X MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1427X, 1428X, or permission of the instructor.
H. Troper, Regular Session (after hours)

3436X AESTHETICS AND EDUCATION

This course will examine: education as an aesthetic experience; education for appreciation of art; art as education.
Staff, Regular Session

3444X HERMENEUTICS, AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

This course will develop an interpretive approach toward a theory of verbal communication with reference to educational norms, ideals, and institutions. Attention will be given to the humanistic tradition and the function of rhetoric in moral and political education. The relation between causal explanation, interpretive understanding, and critical reflection will be discussed with special reference to psychoanalysis and a historically oriented critical theory of society.

Prerequisite: 1453XL or permission of the instructor.

D. Misgeld, Regular Session (after hours)

3445X ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions.

Prerequisite: Consultation with instructor.

I. Winchester, Regular Session (after hours)

3446X METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.

I. Winchester, Regular Session (after hours)

3448X SELECTED PROBLEMS IN PHILOSOPHY OF EDUCATION

D. Misgeld, Regular Session (not offered in 1976/77)

3451X METHODOLOGICAL PROBLEMS ARISING IN HISTORY AND SOCIAL SCIENCE EDUCATION

A problem course dealing with current philosophical problems in the areas designated. Specific problems will be determined by the members of the seminar. Such topics as the nature of social inquiry, objectivity in the social sciences, the notion of causality, the nature of creativity and its relation to the "logic" of discovery, reasoning procedures in the social sciences, validation procedures, the nature of cognitive structures, and the teaching of cognitive structures are among those to be considered.

J. A. Eisenberg, Regular Session (after hours)

3452X INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452X, but at the doctoral level.

3453X INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453X, but at the doctoral level.

3454X PRACTICE OF PHILOSOPHICAL INQUIRY

Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.

Staff, Regular Session

3464X PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensely. Attention may focus on a particular problem or a particular region.

Staff, Regular Session (after hours)

3490 ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION

Research seminar for candidates for the Doctor of Education degree involving consideration of the problems of historical

and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff, Regular Session

3494X ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff, Regular Session

3495X ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494X.
Staff, Regular Session

Measurement and Evaluation

SHIZUHIKO NISHISATO, *Ph.D.* *(North Carolina)*
Professor, and Chairman of the Department
(scaling theory and analysis of categorical data)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from the Office of the Coordinator of Graduate Studies
(measurement for guidance and counseling)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis)

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor
(cognitive experience functioning in urban subcultures; teacher education strategies and educational policies for developing countries)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

*ALEXANDER EVEN, *Ph.D. (Toronto)*
Assistant Professor
(physics, chemistry, and general science test development; tailored testing, simulation techniques for evaluating problem-solving)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational developments)

RODERICK P. MCDONALD, *Ph.D.* *(New England)*
Professor
(psychometric models)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of Field Development

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum
(evaluation of educational technology and programs)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

PROGRAMS OF SPECIALIZATION

The basic goal of the department is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory, and to prepare them to utilize methodology and theories in the area of evaluation. Graduate work in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

---

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

M.Ed. students must take at least four of the half-courses required for the M.Ed. degree within the department.

M.A. students must take four of the six half-courses required for the M.A. degree within the department. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this department they are advised to take the following courses: 1604X, 1670X, 1680X, and 3666X. These courses do not necessarily have to be taken during the M.A. year, but a student must have finished them, or their equivalent, before completion of the Ph.D. degree.

Ph.D. students must take at least four 3600-level courses, with 3666X possibly serving as one.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in FORTRAN IV or PL/I computer-programming techniques. Successful completion of 1520X will be one way of satisfying the computer-programming requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

Applicants interested in the Ed.D. program in Measurement and Evaluation should write to the Graduate Studies Academic Secretary of this department for a copy of a special brochure outlining the requirements of the Ed.D.

Note: Since Ed.D. candidates are expected to begin their program on a part-time basis, arrangements for full-time resident study should not be made before the candidate has been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Center, in accordance with the policy stated for the Master of Education for Special Purposes (see page 22).

Further information is given in a brochure that can be obtained from the department.

The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1976 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1976/77 Regular Session, both off-campus and on-campus.

All full-time students are required to take the Miller Analogies Test. In addition, all doctoral candidates are required to take the Graduate Record Examinations. Please see pages 7 to 8.

COURSES

Courses at the 1600 level are generally considered introductory, while those at the 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1600-level courses, or that master's students cannot take 3600-level courses.

N1601X DESCRIPTIVE STATISTICS

Students enrolling in courses 1610X, 1611X, or 1660X, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff, Regular Session (first five weeks) and Summer Session (first two weeks)

1604X ELEMENTS OF TEST THEORY

Classical test theory, validity and prediction theory, item analysis and test assembly, scoring and equating.

Desirable background: Completion of or concurrent registration in 3666X.
R. E. Traub, Regular Session (after hours)

1610X INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: N1601X or equivalent.
A. Even, Regular Session (after hours)

1611X ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: N1601X or equivalent.
S. A. Alvi, V. R. D'Oyley, A. Even, and *S. B. Khan*, Summer Session and Regular Session (daytime and after hours)

Note: Students may not take both 1610X and 1611X for credit in a degree program in this department.

1615X TEST CONSTRUCTION

A practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisites: 1610X and 1666X, or equivalents (or concurrent registration in these courses).
Staff, Summer Session and Regular Session (after hours)

1651X SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfill the purpose of 1652X, which in the Department of Measurement and Evaluation is normally conducted on a tutorial basis.)
Staff (offered as required)

1652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: Permission of the instructor.

1659X EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The specific content will depend on current issues. Emphases are on the critical reading of research reports and other literature that present varied points of view relative to the issue, practical problems of implementation, and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers from both within OISE and outside.

Prerequisite: Permission of the instructors.

V. R. D'Oyley and *H. H. Russell*, Summer Session and Regular Session (after hours)

1660X INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: N1601X or equivalent.

M. D. Ellis, M. W. Wahlstrom, and staff, Summer Session and Regular Session (after hours)

1664X MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

1666X ELEMENTS OF STATISTICS

A brief review of descriptive statistics, including simple correlation and regression, probability distributions, sampling distributions, expectations and moments, inference about population parameters, basic principles of experimental design and one-way analysis of variance, and multiple comparison procedures.

R. P. Bhargava and *D. F. Burrill*, Summer Session and Regular Session (daytime and after hours)

1670X ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.

R. P. McDonald, Regular Session (after hours)

1675X MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (after hours)

1677X ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and belief systems, theories of attitude formation and change, discussion of selected measurement techniques, review of selected empirical research on attitude change and its relevance for education.
S. B. Khan, Regular Session (after hours)

1680X ELEMENTS OF SCALING

Construction of scales from a wide variety of data, such as "yes-no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples.

Desirable background: 1666X.
S. Nishisato, Regular Session (after hours)

3602X ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (daytime; alternate years; not offered in 1976/77)

3605X ADVANCED TEST THEORY

Alternative models to the classical test theory model (e.g., models for non-parallel tests, binomial error models, latent trait models), matrix sampling, considerations derived from decision theory, and programmed testing.

Desirable background: 1604X and 3666X.
R. E. Traub, Regular Session (daytime; offered in 1976/77 and alternate years)

3608X ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; response domains; personality change; moods and states; method variance; relation to measures of the environment; computer models of personality; classification and typologies; group bias in testing; actuarial prediction and prediction models.

Prerequisites: 1670X and 3666X or equivalents, plus a course in personality measurement or assessment.
Staff, Regular Session (not offered in 1976/77; to be offered in 1977/78)

3610X EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socio-educational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610X or equivalent.
M. W. Wahlstrom, Summer Session and Regular Session (after hours; alternate years; not offered in 1976/77)

3637X ADVANCED SCALING THEORY

Emphasis on rigorous statistical bases for such scaling procedures as optimal scaling, current Thurstonian scaling, and multidimensional scaling.

Prerequisite: 1680X or equivalent, or permission of the instructor.
S. Nishisato, Regular Session (after hours; alternate years; not offered in 1976/77)

3651X SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1651X, but at the doctoral level. (This course does not fulfill the purpose of 3652X, which in the Department of Measurement and Evaluation is normally conducted on a tutorial basis.)
Staff (offered as required)

3652X INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652X, but at the doctoral level.

Prerequisite: Permission of the instructor.

3666X INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and two-way classification data for fixed, mixed, and random effects models; factorial experiments; linear and multiple regression; total and multiple correlation; analysis of covariance for simple designs.

Prerequisite: 1666X, or equivalent, or permission of the instructors.
R. P. Bhargava and *D. F. Burrill*, Summer Session and Regular Session (daytime and after hours)

3667X ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava, Regular Session (offered in 1976/77 and alternate years)

3668X MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisites: 1664X and 3667X, or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.
R. P. Bhargava, Regular Session (daytime; alternate years; not offered in 1976/77)

3674X ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff, Regular Session (daytime; offered in 1976/77 and alternate years)

3676X STRUCTURAL ANALYSIS OF MULTIVARIATE DATA

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: analysis of covariance structures; nonlinear factor analysis; latent structure analysis; other latent trait theories, including aspects of test theory, and relations to nonmetric models.

Prerequisites: 3602X and permission of the instructor. The course would normally be taken immediately following and as the effective continuation of 3602X.
R. P. McDonald, Regular Session (daytime; alternate years; not offered in 1976/77)

The following courses might also be of special interest to students in Measurement and Evaluation:

Applied Psychology: 1205X

Computer Applications: 1520X

Curriculum: 1305X, 1360X

Sociology in Education

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor and Chairman of the Department, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, cross-appointed to the Office of the Coordinator of Research and Development Studies
(classroom interaction; socialization; policy and program development; social change; general theory)

MARGRIT EICHLER, *Ph.D. (Duke)*
Associate Professor
(sociology of women and sex roles; cross-cultural differences in gender relations; sex role socialization; religion; social movements)

MICHAEL FULLAN, *Ph.D. (Toronto)*
Associate Professor
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process with a focus on the roles of students, parents, teachers)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Assistant Professor
(social organization of reading and interpreting documents; relevance of phenomenology and ordinary language philosophy to sociology; ethnomethodology; qualitative methodology)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor
(alternative educational and social futures; cross-national studies of educational, socioeconomic, and political development; political elites and cultural revolution; theory building)

*FRANK MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(family socialization and schooling; family and school linkages; sociology of the helping process in the schools; intervention in families)

C. PAUL OLSON, *M.A. (Princeton)*
Lecturer
(social psychology, socialization, symbolic interactionism, quantitative and qualitative methods, political sociology)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(interpretive analysis of normal practices for organizing knowledge; video field study of everyday routines in schools; sociology of children's culture)

W. GORDON WEST, *Ph.D. (Northwestern)*
Assistant Professor
(participant observation field methods; adolescent cultures and deviant behavior; occupational roles in socializing institutions)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto)*
Project Director in Sociology in Education

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. Full-time study is a requirement of all degree programs, with the exception of the M.Ed., which may be taken on a part-time basis. These programs include courses in Sociology in Education as listed on the following pages, together with courses designed according to the student's interests and/or related courses in other departments in the School of Graduate Studies as well as within the Institute.

The department is currently offering some sections of existing courses off-campus in Waterloo. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Winter terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1976 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after hours program in the 1976/77 Regular Session.

This department welcomes applicants with diverse but relevant backgrounds, which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairman, or the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference – one of which should be from a university instructor. These are in addition to the general requirements for assessment of admissibility as outlined on pages 19 to 25. All part-time M.Ed. students must commence their program by taking 1900X.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. F. Maidman.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in this department.

1900X INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education, designed primarily to orient students in the M.Ed. program but suitable for others completing a prerequisite year. Sociological perspectives are illustrated in application to current educational issues and settings, with special emphasis on Canadian content and data.
Staff, Summer Session and Regular Session (after hours)

1902X DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that

are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session (after hours)

1903X THE SOCIOLOGY OF MINORITY GROUPS IN CANADIAN EDUCATION

A review of the educational problems of minority religious and ethnic groups in Canada from the perspectives of social history, institutional barriers, and social and economic consequences. Special attention will be given to the problems of bilingual and separate schools in Ontario.
Staff, Regular Session (after hours)

1904X SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
Staff, Regular Session

1906X SPECIALISTS IN THE SCHOOL SYSTEM

This course focuses on the roles of guidance officers, school psychologists, psychiatrists, and other helping professionals in the educational system. Concepts and principles from the sociology of organizations, professions, and face-to-face interaction will be used. Reading, class discussions, and individual research are the main requirements of the course.
F. Maidman (may not be offered in 1976/77)

1907X FAMILY SOCIALIZATION AND EDUCATIONAL PERFORMANCE

This course involves a critical review of existing literature on the family as related to educational performance. An attempt will be made to expand knowledge in this area by discussing family variables that are salient in other areas of family sociology. The student will be exposed to films on families with underachieving children, and to data from a study of Canadian families.

Prerequisite: 1900X.

F. Maidman, Regular Session (after hours)

1908X SOCIOLOGY OF CLASSROOM INTERACTION

This course offers a variety of sociological perspectives on the dynamics of classroom interaction. Readings will cover Symbolic Interactionism, Role Theory, and the work of Kohl, Holt, Dreeben, Goffman, Mead, etc.
A. Effrat (not offered in 1976/77)

1909X PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open schools, team teaching, non-grading) and their implications for the various school personnel.
M. Fullan, Regular Session (after hours)

1919X SOCIOLOGY OF TEACHER TRAINING

An examination of alternative approaches to teacher training, with the focus on Ontario. This will include the nature of preservice, in-service, and graduate training in terms of the requirements and expectations of the role of the teacher in modern school settings.
Staff (not offered in 1976/77)

1928X THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way knowledge is organized in society by specialists and laypersons alike. Seminars include a review of background literature in phenomenological sociology, ethnomethodology, reality construction, and interpretive sociology as a basis for individual research projects involving field work or the analysis of historical and contemporary documents.
R. J. Silvers, Regular Session (after hours)

1929X THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analyzed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours)

1935X FUTURE SOCIETIES AND EDUCATION

An introduction to comprehensive ways of thinking about the future. Specific topics will include: (*a*) discerning public attitudes toward the future; (*b*) imagining many alternative futures and assessing their desirability; (*c*) identifying critical forces in contemporary social change; and (*d*) forecasting probable and practicable futures, and discussing actions to create the future. Alternative educational futures will be emphasized.
D. W. Livingstone, Regular Session (after hours)

1937X SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focuses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society.
R. J. Silvers, Regular Session (after hours)

1940X COMPARATIVE EDUCATION: THEORIES OF EDUCATIONAL DEVELOPMENT

This course will be an overview of systems of education, both formal and informal, in societies of varying levels of complexity. The concept of development will be examined in relation to educational systems and societies. Theories of social change will be discussed with reference to changes in educational systems, especially in Third World societies. Case studies will illuminate the processes of educational development as related to economic and political processes.
Staff, Regular Session (may not be offered in 1976/77)

1952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1960X INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for sociologists working in the field of education. General consideration will be given to the technical problems involved in the collection,

analysis, and interpretation of data, with emphasis on the logic underlying the research process.
C. P. Olson, Regular Session (daytime)

1961X MARXISM AND EDUCATION

The objective of the course is to provide rigorous grounding in the Marxian methodological framework with a view to analyzing the role(s) of educational systems. In addition to the suggested readings from Marxian literature, especially Marx's own writing, topics such as Ideology in Social Sciences, Education as an Instrument of Class Subsidization, Education and Elite Formation, Education and Cultural Colonialism/ Imperialism, etc., will be covered.
M. L. Handa, Regular Session (daytime)

1962X SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
C. P. Olson, Regular Session (daytime)

1970X SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
J. L. Heap, Regular Session (daytime)

1972X EDUCATION AND THE SOCIOLOGY OF WOMEN

An examination of the position of women in contemporary Canadian society with special emphasis on sex differences in the socialization process, in the family, and in the labor market. There will be considerable use of cross-cultural materials.
M. Eichler, Regular Session (after hours)

1984X SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session (daytime)

1996X THE SOCIAL STRUCTURE OF THE SCHOOL

An analysis of the social relations and structures in the school, and of their impact on learning, student behavior, and performance.
Staff (not offered in 1976/77)

3901X SOCIOLOGICAL FIELD RESEARCH METHODS IN EDUCATION

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as problematic in the literature, problems as defined by the student-observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.
Staff, Regular Session (daytime)

3902X EDUCATIONAL SYSTEMS AND THE LABOR MARKET

This course is concerned with the integration between educational systems and the labor market, at both the institutional and social psychological levels. The impact on individual educational and occupational experiences will be assessed. The following content areas will be examined: the general structure of the Canadian labor force; changes in the base of recruitment to university and in postsecondary curricula; and the problem of estimating the costs and benefits of different educational strategies.
E. B. Harvey (not offered in 1976/77)

3907X FAMILY DISORGANIZATION, SCHOOL DEVIANCE, AND FAMILY INTERVENTION

This course has two components. In the first part there is a critical assessment of current literature on family factors related to school-relevant deviance, such as mental illness, school phobia, and problem behavior in school. The second part of the course focuses on the various modes of intervening in family structures and processes related to these deviant outcomes.

Prerequisite: 1907X or permission of the instructor.

F. Maidman, Regular Session (after hours)

3911X PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems, dilemmas, and techniques of the roles of change agents in educational change. Each member of the class will become involved in some particular practical problems with some aspect of the education system in Ontario (e.g., parent involvement in a given school) as an experience to increase awareness and develop skills in dealing with real situations.

Prerequisite: Permission of the instructor.

M. Fullan, Regular Session (after hours)

3920X SOCIALIZATION, ADOLESCENCE, AND EDUCATION

An examination of various socialization theories, with emphasis upon individual agents of socialization inside and outside the school.

Staff (not offered in 1976/77)

3925X ADOLESCENT DEVIANCE AND THE SCHOOL

An examination of adolescent deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.

W. G. West, Regular Session (after hours)

3928X THE SOCIAL ORGANIZATION OF KNOWLEDGE: ADVANCED LEVEL

This course will focus on selected empirical and foundational topics related to how knowledge and knowing are socially organized within various contexts, such as education, science, art, and everyday life.

Prerequisite: 1928X or permission of instructor.

J. L. Heap, Regular Session (daytime)

3930X INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of (*a*) developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and (*b*) increasing understanding of the innovation process in the Canadian context.

J. P. Farrell, Regular Session (after hours)

3935X REVOLUTIONARY MOVEMENTS AND EDUCATION

A sociological analysis of current and historical revolutionary movements with particular attention to their educational programs. Objectives, strategies, and accomplishments will be scrutinized in comparative perspective. Special emphasis will be given to the relevance to Canadian society of the works of such current

revolutionary educators as Paulo Freire and Danilo Dolci.
D. W. Livingstone, Regular Session

3940X SOCIETAL CHANGE, POLITICAL REGIMES, AND THE GROWTH OF SCHOOLING

A comparative study of the relations between societal change and the growth of schooling, with emphasis on the mediational roles of different political regimes. This involves radical critiques of "progress" and "schooling"; examination of behaviorist, cybernetic, functionalist, phenomenological, and especially Marxist approaches to societal change; and the construction and testing of new critical theories using cross-national and regional Canadian materials. Educational alternatives will be suggested and efforts made to forecast future relations between societal institutions, political regimes, and forms of education, with special attention to Canada and the Third World.
D. W. Livingstone (not offered in 1976/77)

3952X INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952X, but at the doctoral level.

3960X ADVANCED ISSUES IN SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

A focus on advanced issues in design, measurement, and analysis in sociological research in education. Attention is given to topics concerning causal inferences in both static and dynamic non-experimental designs; causal approaches to measurement; and the appropriate situations for the application of different types of multivariate techniques of analysis, such as multiple regression, analysis of variance and covariance, and factor analysis.
Staff, Regular Session (daytime)

3970X ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

A seminar organized as a theory workshop to develop sociological theory applications to education.
A. Effrat, Regular Session (daytime)

3972X ADVANCED RESEARCH SEMINAR: ISSUES IN EDUCATION AND THE SOCIOLOGY OF WOMEN

The seminar will focus on theories concerning sex structure, sex roles, sex status, and sex identity. Existing sociological paradigms will be examined with respect to their applicability to women, and new paradigms will be developed.

Prerequisite: 1972X or permission of the instructor.
M. Eichler, Regular Session (daytime)

3984X SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984X, but at the doctoral level.
Staff, Regular Session (daytime)

3990X SEMINAR IN SOCIOLOGICAL PRAXES IN EDUCATION

A research seminar considering the problems of identifying, formulating, and evaluating practical issues and action programs in education. Primarily for Ed.D. students, but open to others also.
F. Maidman, M. Fullan, and staff, Regular Session only (daytime)

3995X PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying academic knowledge to educational issues. Required for and primarily designed for Ed.D. students. Project design and implementation, research/development internships, etc., will be planned in consultation with faculty and field personnel. These may be related eventually to a thesis topic,

although credit is not given for the thesis proper.
F. Maidman, M. Fullan, and staff,
Regular Session only

3996X PRACTICUM IN SOCIOLOGY IN EDUCATION: II
See description for 3995X.
F. Maidman, M. Fullan, and staff,
Regular Session only

The following courses might also be of special interest to students in Sociology in Education:

Applied Psychology: 1209X

Curriculum: 1322XR

Educational Administration: 1020X, 1022X, 3013X

Educational Planning: 1715X

Special Education

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor and Chairman of the Department
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

WEBSTER R. CALLAWAY, *Ph.D. (Michigan)*
Assistant Professor
(interplay between biology and psychology in intellectual development, particularly the more efficient utilization of genetic information manifested in the child's periods of sensitivity to form perception and language acquisition)

IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

ANNE KEETON, *Ph.D. (Toronto)*
Assistant Professor
(cognitive developmental characteristics and intelligence in an information-processing context; sociocultural factors in language, reading, and concept acquisition)

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychological manifestations of learning disabilities and their theoretical implications for cognitive development; effectiveness of early psychomotor intervention programs)

*ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor
(instructional systems design; use and evaluation of instructional media; educability of altered states of consciousness)

CAROL M. REICH, *Ph.D. (Michigan)*
Assistant Professor
(hearing impairment; program evaluation; language differences)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

ASSOCIATED INSTRUCTORS:

PETER HERRIOT, *Ph.D. (Manchester)*
Department of Social Science and Humanities, City University, London, England

ERIC W. HOPWOOD, *M.Ed. (Hull)*
Inspector of Special Education, London Borough of Hillingdon, Middlesex, England

* Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

MICHAEL RODDA, *Ph.D. (Durham)*
Department of Health and Social Security, Statistics and Research Division 6, London, England

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The M.A. and Ph.D. programs require full-time study; the Ed.D. program requires both part-time and full-time study; the M.Ed. program may be taken on a part-time or full-time basis. For further information please contact the departmental Graduate Studies Academic Secretary.

General Note:
A number of Student Financial Awards with a Graduate Assistantship component will be available in the Department of Special Education.

Where possible it is desirable that a student wishing to enter any of the programs offered by this department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

Note on Admission Deadlines:
All Summer Session and part-time Regular Session applications *must be submitted by March 15.*

ORGANIZATION OF DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. The core curriculum consists of:

1280X	Exceptional Children and Youth
1288X	Seminar and Practicum in Special Education
1292X	Psychoeducational Assessment and Programming for Exceptional Children
1293X	Interpretation of Research in Special Education

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which comprise the compulsory core curriculum. Students enrolling in the M.Ed. program are expected to have undertaken at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses will be required in addition to the regular degree program:

1200X	Introduction to Educational Psychology
1201X	Child and Adolescent Psychology

Students wishing to proceed to doctoral studies must successfully undertake a Qualifying Research Paper in order to demonstrate research capabilities before being admitted to a doctoral program.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. The normal entrance requirement is a four-year University of Toronto B.A. in a relevant social or behavioral science, or its equivalent. Since employment opportunities for students who complete a Master of Arts degree without teacher certification are becoming increasingly limited, the enrollment in the M.A. program has been decreased and there has been an increased emphasis on the M.Ed. program. Therefore, only a limited number of M.A. students will be admitted.

The M.A. program of six half-courses and a thesis includes the four half-courses of the core curriculum. Two additional half-courses may be undertaken either in Special Education or in a related OISE or University of Toronto graduate department. Courses are to be selected in consultation with the faculty advisor.

The student is also expected to participate in colloquiums and informal research meetings organized by this department.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program. Ordinarily the Department of Special Education does not accept students into two-year M.A. programs.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

Applicants interested in the Ed.D. program in Special Education should write to the Graduate Studies Academic Secretary of this department. General information on the Ed.D. program may be found on pages 23 to 24 of this Bulletin.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 25 and 26, the student and advisor will devise an individualized program that takes into account the student's background and preferences, departmental requirements, requirements already met, and course availability. Such a program would involve a broad study of special education, with two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329.

1280X EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.
W. R. Callaway and *A. Keeton*, Summer Session and Regular Session

1281X THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling.
D. Shipe and *A. Keeton*, Regular Session. Associated instructors, Summer Session

1282X THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counseling of parents and pupils.
C. Reich and associated instructors, Summer Session and Regular Session

1283X PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
Staff, Regular Session

1284X BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber, C. Reich and associated instructors, Summer Session and Regular Session

1285X CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
W. R. Callaway and associated instructors, Regular Session. Associated instructors, Summer Session

1288X SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
R. MacIntyre and staff, Summer Session and Regular Session

1289X SEMINAR: SPECIAL EDUCATION FOR SCHOOL CONSULTANTS

Discussion of research findings pertaining to the identification of children with specific learning problems and of special programs for them. Open only to students enrolled in the School

Psychology program of the Department of Applied Psychology.
H. Silverman, Summer Session (offered in alternate summers only; not offered in 1976)

1291 SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and of practical approaches will also be undertaken.

This course will be held in Europe (the United Kingdom, Scandinavia, and the Netherlands). Participants in the course will be responsible for their own travel and living expenses.
Staff, Summer Session (offered in alternate summers only; not offered in 1976)

1292X PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis is placed on critical analysis of assessment procedures including tests, typical reports, writing psychoeducational reports, and developing a clear theoretical framework within which to develop sound procedures and/or an understanding of what they should be. The course does not attempt to teach students how to conduct psychoeducational appraisals, although some experience in this will be considered essential.
I. Davidson and *A. Keeton*, Summer Session and Regular Session

1293X INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.
J. Kershner and *C. Reich*, Summer Session and Regular Session

1295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1295XL INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of skills necessary for individualized instruction of exceptional children: defining objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre, Regular Session

3280X SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.
J. Kershner, Regular Session

3281X RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be

placed upon those characteristics of the individual and the particular life situation that bear upon school placement and achievement, and subsequent life success.
D. Shipe, Regular Session

3283X RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

W. R. Callaway, Regular Session (offered as required)

3284X RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Staff (offered as required)

3285X RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

H. Silverman, Regular Session

3292X ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal, including a variety of procedures such as testing, and emphasizing both appropriate programming for individual children, classes, systems, and the advising of teachers in special education.
R. MacIntyre and *D. Shipe*, Regular Session

3295X INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295X, but at the doctoral level.

3295XL INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: ANALYSIS OF TEACHING STRATEGIES AND MATERIALS IN SPECIAL EDUCATION

Use of systems analysis and design procedures to study present special education programs and to develop potential ones. Consideration of assumptional, ethical, and philosophical bases of various instruction systems. Development of total instruction systems for specific aspects of special education.
R. MacIntyre, Regular Session

3295XQ INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas:
(*a*) providing students with an overview of issues central to the education of visually handicapped children. Practical experience will be provided, ranging from visits to schools, classes, and agencies to working individually with visually handicapped children;
(*b*) developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session (offered as required)

Higher Education Group

*EDWARD F. SHEFFIELD, *Ed.D. (New York), LL.D. (Sir George Williams), LL.D. (Prince Edward Island) Professor of Higher Education, University of Toronto, and Chairman of the Higher Education Group*
(effective teaching at the university level; diffusion of patterns in higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State) Associate Professor of Higher Education, University of Toronto, and Director of Research of the Council of Ontario Universities, cross-appointed to Educational Planning, OISE*
(decision-making processes in post-secondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

ROBIN S. HARRIS, *Ph.D. (Michigan) Professor of Higher Education and University Historian, University of Toronto*
(history of Canadian higher education in general and of the University of Toronto in particular)

JOHN B. MACDONALD, *Ph.D. (Columbia), LL.D. (Manitoba), LL.D. (Simon Fraser), D.Sc. (British Columbia) Professor of Higher Education, University of Toronto, and Executive Director of the Council of Ontario Universities*
(management and organization of systems of postsecondary education; national policy with respect to research, particularly scientific research)

Note: The Offices of the Higher Education Group are at 252 Bloor St. W., Suite S950 (Telephone: 928-7279)

PROGRAMS OF SPECIALIZATION

Higher Education is one of the fields of specialized study within the Department of Educational Theory, but the staff members form the Higher Education Group in the University of Toronto, rather than a "department" in the Ontario Institute for Studies in Education.

Courses in Higher Education are designed for students pursuing one of three types of career:
(*a*) administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education;
(*b*) teaching in institutions of higher education. There may be graduate students in fields other than educational theory who wish to take a course in Higher Education as a minor subject in order to become more familiar with the setting in which they will be serving;
(*c*) higher education as a secondary interest related to another field, such as adult education, educational planning, the history of education, the economics of education, or the sociology of education.

The emphasis of the program is scholarly rather than practical – seeking to provide perspective and conceptualization rather than teaching specific skills.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in

---

* Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed.

Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 19 to 26 of this Bulletin. These incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates if they have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science. However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of the graduate program.

Applicants with advanced degrees in fields other than Educational Theory (Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the Coordinator of Graduate Studies or from the Chairman of the Higher Education Group.

Course Groups

With respect to prescriptions for degrees with specialization in Higher Education, courses may be classified in three groups:

A. *Higher Education*
   (1) History or philosophy of higher education (1801 and 1808 qualify).
   (2) Other.

B. *Educational foundations*
   Broad introductory courses in the history, philosophy, psychology, or sociology of education.

C. *Options*
   (1) Courses in subdivisions of the Department of Educational Theory other than Higher Education.
   (2) Courses in other graduate departments of the University.

Reference to these groups is made below in the outlines of the M.Ed., M.A., Ed.D., and Ph.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student who, in accordance with the general regulations for the regular M.Ed.

program, is required to take eight half-courses or the equivalent should include a minimum of four and a maximum of six from Group A, including at least two from A (1). The remainder will be chosen from Group C, including not more than two from C (2). The student who is required to take ten half-courses should add two from Group B. No thesis is required.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

A student admitted to a one-year M.A. program will take six half-courses or the equivalent. Of these a minimum of four and a maximum of six will be chosen from Group A, including at least two from A (1). Any remaining courses will be chosen from Group C. The student who is admitted to an "extended" M.A. program, requiring ten half-courses, will choose a minimum of four and a maximum of six from Group A, including at least two from A (1). The remainder will be chosen from Group C, including not more than two from C (2). The student who is admitted to a two-year M.A. program, requiring twelve half-courses, will add two courses from Group B. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 23 to 24 of this Bulletin, the Higher Education Group specifies the following:
(*a*) a University of Toronto M.Ed. or an M.A. in Educational Theory, with specialization in Higher Education, or the equivalent;
(*b*) at least two letters of reference commenting on scholarly achievement and promise or professional achievement and promise, or both;
(*c*) a personal interview with the candidate will be arranged when possible.

Program and Pattern of Study
(*a*) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), i.e., Group A, and two other half-courses or the equivalent in *each of two* minor subjects from Group C. At least one of the minor subjects must be chosen from Group C (2).
(*b*) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.
(*c*) A minimum of two consecutive terms of full-time study: Fall and Winter *or* Winter and Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses or the equivalent beyond the relevant M.A. degree, or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), i.e., Group A, and two other half-courses in *each of two* minor subjects from Group C. At least one of the minor subjects must be chosen from Group C (2). In some cases, depending on the student's total background of study, some credit toward a major subject or one of the minor subjects may be allowed for courses previously undertaken in the M.A. program. A thesis is required.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38. *Students are* *required to obtain concurrence of the instructor before enrolling for a course.*

1801 THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century, with particular reference to the period since 1920. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
R. S. Harris, Regular Session (offered in 1976/77 and alternate years)

1803 RECURRENT ISSUES IN HIGHER EDUCATION

An examination of some of the many issues that have been characteristic of higher education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided.
E. F. Sheffield and colleagues, Regular Session

1807 SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education. Some international comparisons will be attempted.
E. F. Sheffield and colleagues, Regular Session (offered in 1976/77 and alternate years)

1808 THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.
R. S. Harris, Regular Session (alternate years; not offered in 1976/77)

1809X DECISION-MAKING PROCESSES IN THE UNIVERSITY

A study of decision-making processes in universities through examination of the typology of decision-making; the roles and responsibilities of individuals, groups, and organizational units; the analysis of illustrative cases and present practices.
B. L. Hansen and *J. B. Macdonald,* Regular Session (offered in 1976/77 and alternate years)

1811 CURRICULUM, TEACHING AND LEARNING IN INSTITUTIONS OF HIGHER EDUCATION

An opportunity to explore aspects of curriculum planning and development, teaching roles and methods, and the learning process.
Regular Session (alternate years; not offered in 1976/77)

1813X RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
J. B. Macdonald and *B. L. Hansen,* Regular Session (alternate years; not offered in 1976/77)

1852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3852X INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852X, but at the doctoral level.

A candidate's faculty advisor may approve a course, other than those listed above, in lieu of a course in Higher Education. An up-to-date list of suitable courses which may be so approved may be obtained on request from the Higher Education Group. Such approval should be recorded with the Higher Education Group and also with the Office of the Coordinator of Graduate Studies.

Academic Staff

(As of January 1, 1976)

ABBEY, DAVID S.
Adult Education

ALEXANDER, WILLIAM E.
Educational Planning

ALVI, SABIR A.
Measurement and Evaluation

BEATTY, DAVID J. F.*
Adult Education

BECK, CLIVE M.
History and Philosophy of Education

BECKERLE, GERRY*
Applied Psychology

BEREITER, CARL
Applied Psychology

BERK, LEONARD
Curriculum

BEZEAU, LAWRENCE M.
Educational Administration

BHARGAVA, RAGHU P.
Measurement and Evaluation

BLUM, MARY*
Applied Psychology

BOYD, DWIGHT R.
History and Philosophy of Education

BREHAUT, WILLARD
History and Philosophy of Education

BRISON, DAVID W.
Applied Psychology

BROPHY, BEVERLEY
Educational Administration

BROWN, ALAN F.
Educational Administration

BRUNDAGE, DONALD H.
Adult Education

BURRILL, DONALD F.
Measurement and Evaluation

CALLAWAY, WEBSTER R.
Special Education

CAPLAN, GERALD L.
History and Philosophy of Education

CARLOW, CHESTER D.
Curriculum

CASH, LARRY*
Applied Psychology

CHRISTENSEN, CLIFFORD M.
Applied Psychology

CHURCHILL, STACY
Computer Applications

CISTONE, PETER J.
Educational Administration

CLAPP, WILLIAM F.*
Curriculum

CLEMENS, DAVID*
Applied Psychology

CLIPSHAM, JOHN
Curriculum

CONNELLY, F. MICHAEL
Curriculum

COURTNEY, RICHARD
Curriculum

CRESSY, GORDON*
Sociology in Education

DAVIDSON, IAIN
Special Education

DAVIE, LYNN E.
Adult Education

DAVIS, JOHN E.
Educational Administration

D'OYLEY, VINCENT R.
Measurement and Evaluation

DRAPER, JAMES A.
Adult Education

EFFRAT, ANDREW
Sociology in Education

EICHLER, MARGRIT
Sociology in Education

EISENBERG, JOHN A.
History and Philosophy of Education

ELLIS, M. DORMER
Adult Education

EVEN, ALEXANDER
Measurement and Evaluation

FALES, ANN W.
Adult Education

FARQUHAR, ROBIN H.
Educational Administration

FARRELL, JOSEPH P.
Educational Planning

FENIGSTEIN, HENRY*
Applied Psychology

FILLION, BRYANT
Curriculum

FINLAYSON, GREGOR*
Applied Psychology

FOWLER, WILLIAM
Applied Psychology

FRIEDMAN, RONALD J.
Applied Psychology

FULLAN, MICHAEL
Sociology in Education

GAMLIN, PETER
Applied Psychology

GARBER, MALCOLM
Special Education

GARRY, RALPH
Curriculum

GLAZER, SHELLEY*
Applied Psychology

GREENFIELD, T. BARR
Educational Administration

GRIFFIN, VIRGINIA R.
Adult Education

GUTTMAN, MARY A. JULIUS
Applied Psychology

HANDA, MADAN L.
Educational Planning

HANSEN, BERTRAND L.
Higher Education

HARRIS, ROBIN S.
Higher Education

HARVEY, EDWARD B.
Sociology in Education

HAVELKOVA, MILADA*
Applied Psychology

HEAP, JAMES L.
Sociology in Education

HENDERSON, S. B. KENT
Applied Psychology

HERMAN, REG*
Adult Education

HERRIOT, PETER*
Special Education

HOCKLEY, JAMES S.
History and Philosophy of Education

HOLLAND, JOHN W.
Educational Planning

HOLMES, MARK
Educational Administration

HOPWOOD, ERIC W.*
Special Education

HOUSE, JOHN H.
Educational Administration

HUMPHREYS, EDWARD H.
Educational Planning

HUNT, DAVID
Applied Psychology

IRELAND, DAVID S.
Applied Psychology

IRONSIDE, DIANA J.*
Adult Education

JOBIN, HOWARD*
Applied Psychology

KEETON, ANNE
Special Education

KERSHNER, JOHN R.
Special Education

KHAN, SAR B.
Measurement and Evaluation

KIDD, J. ROBY
Adult Education

KING, ROBERT*
Applied Psychology

LAMERAND, RAYMOND
Computer Applications

LAWTON, STEPHEN B.
Educational Administration

LAXER, ROBERT M.
Applied Psychology

LAZAR, LEO*
Applied Psychology,
Special Education

LEITHWOOD, KENNETH
Curriculum

LERNER, PAUL*
Applied Psychology

LEVIN, MALCOLM A.
Educational Administration

LEVINE, DAVID C.
History and Philosophy of Education

LINDSAY, PETER H.
Computer Applications

LIVINGSTONE, DAVID W.
Sociology in Education

LONG, J. ALAN
Applied Psychology

MACDONALD, JOHN B.
Higher Education

MACINTYRE, ROBERT B.
Special Education

MACLEOD, BETTY B.
Educational Planning

MAIDMAN, FRANK
Sociology in Education

MCCARTHY, JOHN R.
Educational Administration

MCDIARMID, GARNET L.
Curriculum

MCDONALD, RODERICK P.
Measurement and Evaluation

MCINNES, JOHN A.
Curriculum

MCLEAN, LESLIE D.
Computer Applications

MCLEAN, ROBERT S.
Computer Applications

MCLEOD, GERALD T.
Educational Administration

MIEZITIS, SOLVEIGA
Applied Psychology

MILLER, HAROLD*
Applied Psychology

MILLER, JOHN
Curriculum

MISGELD, DIETER
History and Philosophy of Education

MORRIS, RAY*
Applied Psychology

MORRIS, TED*
Applied Psychology

MUSELLA, DONALD F.
Educational Administration

NAROT, RUTH
Educational Administration

NARROL, HARVEY G.
Applied Psychology

NASH, B. CHRISTINE
Applied Psychology

NISHISATO, SHIZUHIKO
Measurement and Evaluation

O'BRYAN, KENNETH G.
Applied Psychology

O'GRADY, PAUL*
Applied Psychology

OLIVIER, WILLIAM P.
Computer Applications

OLSEN, E. CHRISTOPHER
History and Philosophy of Education

OLSON, C. PAUL
Sociology in Education

OLSON, DAVID R.
Applied Psychology

ORME, MICHAEL
Applied Psychology

PADRO, SUSAN
Educational Planning

PAITICH, DANIEL*
Applied Psychology

PALEF, SANDRA R.
Applied Psychology

PASS, LARRY E.
Applied Psychology

PHILIPP, RUDOLPH*
Applied Psychology

PIERCE, RICHARD*
Computer Applications

PITT, CLIFFORD C.
Applied Psychology

POPP, LEONARD
Curriculum

POTVIN, ROBERT*
Applied Psychology

PRENTICE, ALISON
History and Philosophy of Education

PROUD, DONALD W.*
Applied Psychology

PRUETER, KENNETH F.
Curriculum

QUARTER, JACK
Applied Psychology

QUAZI, SAEED*
Educational Planning

RAGSDALE, RONALD G.
Computer Applications

RAINSBERRY, FREDERICK B.
Curriculum

REGAN, ELLEN M.
Curriculum

REICH, CAROL M.
Special Education

RENNER, VIVIAN
Applied Psychology

REYNOLDS, REGINALD*
Applied Psychology

RIDEOUT, E. BROCK
Educational Administration

RIDGE, F. GERALD*
Educational Planning

RIDGLEY, BRIAN*
Applied Psychology

ROBBINS, MELVYN P.
Educational Administration

ROBERTS, DOUGLAS A.
Curriculum

ROBINSON, FLOYD G.
Curriculum

RODDA, MICHAEL*
Special Education

ROTHMAN, ARTHUR I.
Measurement and Evaluation

RUSSELL, H. HOWARD
Curriculum

RYAN, DORIS W.
Educational Administration

SCHERER, SHAWN*
Applied Psychology

SCOTT, J. GLENN
Educational Administration

SELINGER, ALPHONSE D.
Educational Administration

SHEFFIELD, EDWARD F.
Higher Education

SHIPE, DOROTHY
Special Education

SILVER, HARVEY A.*
Adult Education

SILVERMAN, HARRY
Special Education

SILVERS, RONALD J.
Sociology in Education

SIMON, ROGER I.
Educational Administration

SMITH, FRANK
Curriculum

STERN, HANS H.
Curriculum

STINSON, ROBERT H.
Curriculum

SULLIVAN, EDMUND V.
Applied Psychology

SWAIN, MERRILL K.
Curriculum

THOMAS, ALAN M.
Adult Education

TOUGH, ALLEN M.
Adult Education

TRACZ, GEORGE S.
Educational Planning

TRAUB, ROSS E.
Measurement and Evaluation

TROPER, HAROLD M.
History and Philosophy of Education

TUCK, JAMES A.*
Special Education

USHER, BRIAN*
Applied Psychology

VAN MANEN, MAX J.
Curriculum

WAHLSTROM, MERLIN W.
Curriculum

WATSON, CICELY
Educational Planning

WEININGER, OTTO
Applied Psychology

WEISER, JOHN C.
Applied Psychology

WEISS, JOEL
Curriculum

WEST, W. GORDON
Sociology in Education

WILLIAMS, JOHN*
Applied Psychology

WILLIAMS, THOMAS R.
Educational Administration

WILSON, DAVID N.
Educational Planning

WINCHESTER, IAN
History and Philosophy of Education

WINE, JERI D.
Applied Psychology

WOLFE, RICHARD G.*
Computer Applications

WOLFGANG, AARON
Applied Psychology

YOUNG, FILSON*
Applied Psychology

---

* Associated Instructor

General Index

ACADEMIC CALENDAR v-viii

ACADEMIC STAFF 140-144

ACCOMMODATION 15, 16

ADMINISTRATION; *see* EDUCATIONAL ADMINISTRATION

ADMINISTRATIVE OFFICERS xi-xii

ADMISSION, APPLICATION FOR
  After-hours classes 4-5
  M.A. and Ph.D. candidates 2-3
  M.Ed. and Ed.D. candidates 3-4
  Summer Session 4-5

ADMISSION REQUIREMENTS, GENERAL 19-27

ADMISSION REQUIREMENTS, DEPARTMENTAL; *see listing for departments*

ADULT EDUCATION, DEPARTMENT OF
  Admission requirements 30-33
  Courses 33-38
  Off-campus courses 31-32
  Programs 30-33
  Staff 29-30
  Specialization in Staff Training and Development – Developing Human Resources 30-31
  Certificate in Adult Education 31
  M.Ed. 31
  M.Ed. with specialization in Adult Education and Counseling 32
  M.A. 32
  Ed.D. 32-33
  Ph.D. 33

ADVANCE READING, SUMMER SESSION 4

AFTER-HOURS CLASSES, REGULAR SESSION 5

APPLICATION FOR ADMISSION; *see* ADMISSION, APPLICATION FOR

APPLIED PSYCHOLOGY, DEPARTMENT OF
  Admission requirements 41-51
  Courses 51-61
  Elective courses 51
  Programs 41-51
  Staff 39-41
  M.Ed. for Special Purposes 51
  Educational Psychology:
    M.Ed. (Educational Psychology) 42
    M.A. (Educational Psychology Option) 42-43
    Ed.D. (Educational Psychology Option) 43-44
    Ph.D. (Educational Psychology Option) 44
  Guidance and Counseling:
    M.Ed. with specialization in Guidance and Counseling 44-45
    M.Ed. with specialization in Adult Education and Counseling 45
    Ed.D. (Counseling Psychology Option) 45-47
    Ph.D. (Counseling Psychology Option) 47-48
  School Psychology:
    M.A. (School Consultant Option) 48-49
    Ph.D. (School Psychology Option) 49-51

ASSEMBLY, INSTITUTE 1

ASSESSMENT OF ADMISSIBILITY 2-3

ASSISTANTSHIPS 11

ASSOCIATED INSTRUCTORS; *see* ACADEMIC STAFF

AUDIOVISUAL EQUIPMENT 13-14

AUDIOVISUAL LIBRARY 13

AWARDS 11-13

BOARD OF GOVERNORS ix-x

CAREER COUNSELLING AND PLACEMENT CENTRE 14-15

CAREER SERVICES 14

COMPARATIVE AND INTERNATIONAL STUDIES IN EDUCATION 6

COMPUTER APPLICATIONS, DEPARTMENT OF

  Courses 64-65
  Programs 63-64
  Staff 63
COMPUTER FACILITIES 14
CONSULTANT, SCHOOL; *see* APPLIED PSYCHOLOGY
COUNSELING; *see* ADULT EDUCATION *and* APPLIED PSYCHOLOGY
COURSE CHANGES IN STUDENT PROGRAMS 9
COURSE AND HALF-COURSE: DEFINITIONS 19
COURSE, INDIVIDUAL READING AND RESEARCH 19-20
COURSE DESCRIPTIONS; *see listing for departments*
CURRICULUM, DEPARTMENT OF
  Admission requirements 68-72
  Courses 72-79
  Modern Language Centre 71-72
  Off-campus courses 69-70
  Programs 68-72
  Staff 67-68
  M.Ed. 69
  M.Ed. for Special Purposes 70
  M.A. 70
  Ed.D. 70-71
  Ph.D. 71
DEADLINES FOR APPLICATION FOR ADMISSION 3-4
DEADLINES, MISCELLANEOUS; *see* ACADEMIC CALENDAR
DEGREES, GENERAL REQUIREMENTS
  M.Ed. 20-22
  M.Ed. for Special Purposes 22
  M.A. 22-23
  Ed.D. 23-24
  Ph.D. 24-26
DOCTOR OF EDUCATION 23-24
DOCTOR OF PHILOSOPHY 24-26
DUAL REGISTRATION 10
EDUCATIONAL ADMINISTRATION, DEPARTMENT OF
  Admission requirements 82-86
  Courses 86-91
  Off-campus courses 84
  Programs 82-86
  Staff 81-82
  Certificate Program in School Management 83
  M.Ed. 83-84
  Ed.D. 84-86
  M.A.–Ph.D. 86
EDUCATIONAL PLANNING, DEPARTMENT OF
  Admission requirements 94-95
  Courses 95-101
  Programs 94-95
  Staff 93-94
  M.Ed. 94
  M.A. 94
  Ed.D. 94-95
  Ph.D. 95
EDUCATIONAL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
ENGLISH LANGUAGE TESTS 6
EXAMINATIONS AND GRADES 8-9
FACULTY 140-144
FEES 9-11
  Dual registration fee for M.A. and Ph.D. candidates 10
  Full-time students: M.Ed., M.A., Ed.D., and Ph.D. 9-10
  Late payment fee 11
  Part-time students 10
  Rebate of fees 11
  Reregistration fee for M.Ed., M.A., Ed.D., and Ph.D. candidates 10
  Students' Administrative Council fee 11
  Summer Session students 11
FELLOWSHIPS 11-13
FINANCIAL AWARDS 11-13
FOREIGN STUDENTS 15, 17
FRANCO-ONTARIAN STUDIES 5-6
FULL-TIME STUDY: DEFINITION 26-27
GENERAL INFORMATION 2-18
GOVERNORS, BOARD OF ix-x
GRADES 8-9
GRADUATE RECORD EXAMINATIONS 7-8
GRADUATE STUDENTS' ASSOCIATION 17
GUIDANCE AND COUNSELING; *see* APPLIED PSYCHOLOGY

HART HOUSE 15

HEALTH SERVICE 15

HIGHER EDUCATION GROUP
- Admission requirements 135-137
- Courses 137-139
- Programs 135-137
- Staff 135
- *M.Ed.* 136-137
- *M.A.* 137
- *Ed.D.* 137
- *Ph.D.* 137

HISTORY AND PHILOSOPHY OF EDUCATION, DEPARTMENT OF
- Admission requirements 103-106
- Courses 106-114
- Programs 103-106
- Staff 103
- *M.Ed. with specialization in History and/or Philosophy of Education* 104
- *M.A. with specialization in History and/or Philosophy of Education* 104-105
- *Ed.D. with specialization in History and/or Philosophy of Education* 105-106
- *Ph.D. with specialization in History and/or Philosophy of Education* 106

INDIVIDUAL READING AND RESEARCH COURSES 19-20

INQUIRIES, GENERAL 2

INTERDEPARTMENTAL PROGRAMS 20

INTERDISCIPLINARY SPECIALIZATION 20

INTERNATIONAL AND COMPARATIVE STUDIES IN EDUCATION 6

INTERNATIONAL STUDENT CENTRE 17

INTERNATIONAL STUDENTS 15, 17

INTERNATIONAL STUDENTS' ASSOCIATION, OISE 18

LANGUAGE: LINGUISTICS, SECOND-LANGUAGE LEARNING; *see* MODERN LANGUAGE CENTRE

LIBRARY 13

LIVING ACCOMMODATION 15, 16

MASTER OF ARTS 22-23

MASTER OF EDUCATION 20-22

MEASUREMENT AND EVALUATION, DEPARTMENT OF
- Admission requirements 115-116
- Courses 116-120
- Off-campus courses 116
- Programs 115-116
- Staff 115

MEDICAL SERVICES 15

MILLER ANALOGIES TEST 7

MODERN LANGUAGE CENTRE 71-72

NON-CREDIT SEMINARS AND CONFERENCES 6

OFF-CAMPUS COURSES 5
- Adult Education 31-32
- Curriculum 69-70
- Educational Administration 84
- Measurement and Evaluation 116
- Sociology in Education 122

OISE CAREER SERVICES 14

OVERSEAS STUDENTS 15, 17

PART-TIME STUDY 4-5

PHILOSOPHY OF EDUCATION; *see* HISTORY AND PHILOSOPHY OF EDUCATION

PLANNING; *see* EDUCATIONAL PLANNING

PREPARATORY READING, SUMMER SESSION 4

PSYCHOLOGY; *see* APPLIED PSYCHOLOGY

PUBLICATION DIVISION 14

QUALIFYING RESEARCH PAPER 25

REGISTRATION 4

RESIDENCE FACILITIES 15, 16

SCHOLARSHIPS 11-13

SCHOOL CONSULTANT; *see* APPLIED PSYCHOLOGY

SCHOOL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY

"SHARE" PROGRAM 17

SOCIOLOGY IN EDUCATION, DEPARTMENT OF
- Admission requirements 122
- Courses 122-128
- Off-campus courses 122

  Programs 122
  Staff 121
SPECIAL EDUCATION, DEPARTMENT OF
  Admission requirements 130-131
  Courses 132-134
  Programs 130-131
  Staff 129-130
  M.Ed. 130-131
  M.A. 131
  Ed.D. 131
  Ph.D. 131
SPECIAL PURPOSES M.ED. 22
SPECIAL STUDENT 4
STAFF, ACADEMIC 140-144
STUDENT FINANCIAL AWARDS 11-13
SUMMER SESSION 4-5
TRANSCRIPTS 9
TUITION FEES; *see* FEES

DEPARTMENTS' FLOOR LOCATIONS

Adult Education, *7*
Applied Psychology, *9*
Computer Applications, *3*
Curriculum, *10*
Educational Administration, *7*
Educational Planning, *6*
History and Philosophy of Education, *8*
Measurement and Evaluation, *8*
Sociology in Education, *6*
Special Education, *4*

Higher Education, *9*

INQUIRIES

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

Susan McDonald

OISE
BULLETIN 1977/78

**aduate Degrees in Education
versity of Toronto/The Ontario Institute
Studies in Education**

Contents

Academic Calendar: 1977/78 v
Board of Governors ix
Administrative Officers xi
The Ontario Institute for Studies in Education *1*

GENERAL INFORMATION *2*

Application for Admission *2*
Registration for All Programs *4*
Admission Tests, Examinations, and Grades *7*
Fees and Student Financial Awards *10*

GENERAL REQUIREMENTS FOR DEGREES *20*

Courses of Instruction *20*
Interdepartmental, Interdisciplinary, and Special Purpose Programs in Educational Theory *21*
Master of Education for Special Purposes *24*
Master of Arts *24*
Doctor of Education *26*
Doctor of Philosophy *27*

ACADEMIC STAFF *148*

INDEX *155*

Departments

ADULT EDUCATION *31*

APPLIED PSYCHOLOGY *41*

CURRICULUM *65*

EDUCATIONAL ADMINISTRATION *81*

EDUCATIONAL PLANNING *93*

HISTORY AND PHILOSOPHY OF EDUCATION *103*

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS (MECA) *115*

SOCIOLOGY IN EDUCATION *125*

SPECIAL EDUCATION *135*

HIGHER EDUCATION GROUP *143*

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

1977

JANUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1978

JANUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

Sun	Mon	Tues	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

Sun	Mon	Tues	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

Sun	Mon	Tues	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

Sun	Mon	Tues	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Academic Calendar

1977

February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1977/78 Regular Session (full-time students only) *Note:* While applications will be received after this date, no guarantee of either a possible admission or eventual receipt of financial award can be made
February 1	Application for Admission forms for the Summer Session available from this date
February 25	Final date for withdrawing from second half-year and full year courses without academic penalty
March 1	Final date for submitting Application for Admission forms for the 1977 Summer Session *Note:* Applicants for admission to the part-time M.Ed. program in the Departments of Applied Psychology (Adult Education and Counseling, and Guidance and Counseling) and Special Education in either the Summer Session or the Regular Session must apply by this date
March 21-25	Midwinter break in the Ontario school system (OISE classes canceled)
April 7	Last day of lectures, Regular Session
April 8	Good Friday (offices closed)
April 11	Easter Monday (offices closed)
April 12, 13	Examinations, Regular Session
April 15	Application for Admission forms for the 1977/78 Regular Session available from this date (part-time students only)
April 20	Second term and full year course grades due (final deadline for Incompletes, April 20, 1978)
April 25*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 2†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 23	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

June 1	Final date for submitting Application for Admission forms for the 1977/78 Regular Session (part-time students only); this date applies to courses for both the first and second half-years of the 1977/78 Regular Session. Maximum enrollment may be reached in some classes before this date (see note under March 1)
July 1	Official commencement of the University year
July 1	Dominion Day (offices closed)
July 4	Summer Session Registration
July 5	First day of lectures, Summer Session
July 8	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged
July 15	Deadline for course changes in Summer Session
August 1	Civic Holiday (offices closed, classes canceled)
August 12	Last day of lectures, Summer Session
August 15, 16	Examinations, Summer Session
September 5	Labour Day (offices closed)
September 10	Regular Session Registration
September 12	Lectures begin
September 16	Fees: If Regular Session fees are not received by this date, students must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20
October 7*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 7*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 10	Summer Session course grades due (final deadline for Incompletes, October 10, 1978)
October 10	Thanksgiving Day (offices closed, classes canceled)
October 15	Final date for changing first half-year and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 22†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation

November	Fall Convocation (to be announced)
November 12	Final date for withdrawing from first half-year courses without academic penalty
December 9	Last day of lectures of first half-year courses
December 12,13	Examinations in courses completed in the first half-year of the Regular Session
1978	
January 3	Courses for the second half-year of the Regular Session begin
January 15	Final installment of M.A. and Ph.D. fees (without further notice)
January 23*	Final date for students who hold dual registration as candidates for both master's and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 23*	Final date for submitting recommendations for M.A. degrees to be awarded at the February meeting of the Governing Council
January 28	Final date for changing second half-year courses
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
January 31	First term course grades due (final deadline for Incompletes, January 31, 1979)
February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1978/79 Regular Session (full-time students only) *Note:* While applications will be received after this date, no guarantee of either a possible admission or eventual receipt of financial award can be made
February 1	Application for Admission forms for the Summer Session available from this date
February 25	Final date for withdrawing from second half-year and full year courses without academic penalty
March 1	Final date for submitting Application for Admission forms for the 1978 Summer Session *Note:* Applicants for admission to the part-time M.Ed. program in the Departments of Applied Psychology (Adult Education and Counseling, and Guidance and Counseling) and Special Education in either the Summer Session or the

	Regular Session must apply by this date
March 20–23	Midwinter break in the Ontario school system (OISE classes canceled)
March 24	Good Friday (offices closed, classes canceled)
March 27	Easter Monday (offices closed, classes canceled)
April 7	Last day of lectures, Regular Session
April 10, 11	Examinations, Regular Session
April 15	Application for Admission forms for the 1978/79 Regular Session available from this date (part-time students only)
April 20	Second term and full year course grades due
April 26*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 2†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 22	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
June 1	Final date for submitting Application for Admission forms for the 1978/79 Regular Session (part-time students only); this date applies to courses for both the first and second half-years of the 1978/79 Regular Session. Maximum enrollment may be reached in some classes before this date (see note under March 1)

---

*The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

†Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1977)

Chairperson:
SAMUEL L. G. CHAPMAN, *B.A.*

Vice-Chairperson:
TAYLOR H. EVANS, *B.Sc., M.Sc., Ph.D., F.C.I.C.*

Secretary-Treasurer:
CLIFFORD C. PITT, *B.A., B.Paed., M.A., Ph.D.*

Members:
Representatives of Teacher-Training Institutions:
JAMES T. ANGUS, *B.A., M.Ed., Ph.D.*
Dean of the Faculty of Education, Lakehead University
A. STUART NEASE, *B.A., M.A., F.C.C.T.*
Dean of the Faculty of Education, University of Windsor
VERNON S. READY, *B.A.*
Dean of the Faculty of Education, Queen's University

Representatives of the University of Toronto:
ALBERT D. ALLEN, *B.A., M.A., Ph.D.*
Principal, Scarborough College
W. HOWARD RAPSON, *M.A.Sc., Ph.D. D.Eng., F.R.S.C., F.C.I.C., P. Eng.*
Professor of Chemical Engineering

Representatives of the provincially assisted universities and colleges of Ontario:
WILLIAM B. DUNPHY, *B.A., M.A., Ph.D.*
Professor of Philosophy, St. Michael's College
ROBERT L. R. OVERING, *B.A., M.A., Ph.D.*
Dean of the Faculty of Education, York University

Representatives of the Ontario Ministry of Education:
MARY R. BARCLAY, *B.A., B.Ed.*
Director, Budget Services Branch
SYLVIA M. MCPHEE, *B.A.*
Education Officer, Supervision and Legislation Branch
GEORGE R. PODREBARAC, *B.A., M.Ed.*
Ontario Teacher Education College - Hamilton
GERARD J. M. RAYMOND, *B.A.*
Chairman, Council on French Language Schools

Representatives of the Ontario Teachers' Federation:
JEAN J. ACETI, *B.A., M.Ed.*
Department Head, Teacher, Garson-Falconbridge Secondary School, Garson
JOHN GIRHINY, *B.A., M.Sc., Ph.D.*
Dean of Program, Saint Thomas More Comprehensive School, Hamilton
WILLIAM A. JONES, *B.A., M.Ed.*
Secretary-Treasurer, Ontario Teachers' Federation
ERNEST W. LEE, *B.A., M.Ed.*
Principal, Drewry Public School, Willowdale
EUGENE R. TOUCHETTE, *B.A., M.Ed.*
Principal, H. Beriault Intermediate School, Vanier
ISABEL B. WARD, *B.A., B.Ed., M.Ed.*
Principal, General Lake Public School, Petawawa

Representatives of the Ontario School Trustees' Council:
ANDRE BORDELEAU, *B.A., B.Ed., M.Ed.*
Kapuskasing Separate School Board
HAROLD E. CROWDER
Sault Ste. Marie Board of Education

TAYLOR H. EVANS, *B.Sc., M.Sc., Ph.D., F.C.I.C.*
Wellington County Board of Education
EUGENE E. JACOBS, *B. Comm.*
York County Separate School Board

Representatives of Provincial Associations of Directors of Education, School Superintendents, and Supervisory Officers:
SAMUEL L. G. CHAPMAN, *B.A.*
Director of Education, York County Board of Education, Aurora
DUNCAN GREEN, *B.A.*
Director of Education, Toronto Board of Education
JOSEPH PACE, *B.A., M.Ed.*
Director of Education, Lambton County Separate School Board

Residents of Ontario:
BARRIE-ANN BERGSMA, *B.A.*
Private citizen, St. Catharines
NANCY ERICKSON, *B.A.*
Private citizen, Thunder Bay
WILLIAM H. GERHART, *L.D.S., D.D.S.*
Private citizen, Parry Sound

ELISE GROSSBERG, *M.A.*
Chairman, Languages of Instruction Commission of Ontario
DAVID B. MEYNELL, *B.A., LL.B., Q.C.*
Vice-President, William M. Mercer

Administrative and instructional staff of the Institute:
CLIVE M. BECK, *B.Ed., B.A., Ph.D.*
Coordinator of Graduate Studies and Chairperson, University of Toronto Graduate Department of Educational Theory
DAVID W. BRISON, *B.A., M.A., Ed.D.*
Coordinator of Research and Development Studies
JOHN W. HOLLAND, *B.A., M.S., Ph.D.*
Associate Professor, Department of Educational Planning
MARK HOLMES, *B.A., B.Ed., Ph.D.*
Coordinator of Field Development
CLIFFORD C. PITT, *B.A., B.Paed., M.A., Ph.D.*
Director

Administrative Officers

THE UNIVERSITY OF TORONTO

JOHN R. EVANS, *M.D., D.Phil., F.R.C.P.(C), LL.D.*
President

ROBERT H. BLACKBURN, *M.S., LL.D.*
Chief Librarian

SCHOOL OF GRADUATE STUDIES THE UNIVERSITY OF TORONTO

JAMES M. HAM, *Sc.D., F.I.E.E.E.*
Graduate Dean

DONALD P. KERR, *Ph.D.*
Associate Dean, Division II (including Educational Theory)

JEAN E. GORDON, *B.A.*
Secretary

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

CLIFFORD C. PITT, *Ph.D.*
Director

JOHN H. HOUSE, *Ph.D.*
Acting Assistant Director and Academic Services Officer

OFFICE OF THE COORDINATOR OF GRADUATE STUDIES

CLIVE M. BECK, *Ph.D.*
Coordinator of Graduate Studies and Chairperson, University of Toronto Graduate Department of Educational Theory

LYNN E. DAVIE, *Ph.D.*
Assistant Coordinator of Graduate Studies

ANDREW EFFRAT, *Ph.D.*
Assistant Coordinator of Graduate Studies

MARGARET HAMBLY, *B.A.*
Registrar

PATRICIA A. BUITENHUIS
Administrative Officer

GAYE E. FULLER, *B.A.*
Administrative Officer

JOYCE W. WOOD
Administrative Officer

OTHER ADMINISTRATIVE OFFICERS OF THE INSTITUTE

MARK HOLMES, *Ph.D.*
Coordinator of Field Development

DAVID W. BRISON, *Ed.D.*
Coordinator of Research and Development Studies

STACY CHURCHILL, *Ph.D.*
Assistant Coordinator of Research and Development Studies

Department Chairpersons

ALAN M. THOMAS, *Ph.D.*
Adult Education

CLIFFORD M. CHRISTENSEN, *Ph.D.*
Applied Psychology

KENNETH A. LEITHWOOD, *Ph.D.*
Curriculum

THOMAS R. WILLIAMS, *Ph.D.*
Educational Administration

JOSEPH P. FARRELL, *Ph.D.*
Educational Planning

IAN WINCHESTER, *D.Phil.*
History and Philosophy of Education

WILLIAM P. OLIVIER, *Ph.D.*
Measurement, Evaluation, and Computer Applications

MICHAEL FULLAN, *Ph.D.*
Sociology in Education

CAROL M. REICH, *Ph.D.*
Special Education

Division Heads

JOHN R. MAIN, *B.Ed.*
Head, Publication Division
ROBERT J. BUCKLEY, *M.B.A.*
Superintendent, Finance
SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian

Field Development Centre Heads

H. HOWARD RUSSELL, *Ed.D.*
OISE Central Ontario Centre
PETER J. EVANS, *M.A.*
(Administrative Head)
OISE Midnorthern Centre
JOHN DAVIS, *Ph.D.*
OISE Midwestern Centre
HENRY G. HEDGES, *Ed.D.*
OISE Niagara Centre
JOHN CLIPSHAM, *Ph.D.*
OISE Northeastern Centre
MARGARET TWOMEY, *M.Ed.*
OISE Northwestern Centre
DAVID S. IRELAND, *Ph.D.*
OISE Ottawa Valley Centre
JOHN A. ROSS, *Ph.D.*
(Project Director)
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is charged with responsibilities both as a graduate school of education and as a research and development institute in the field of education, including activities for the dissemination of the results of educational studies. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the center of Toronto within the confines of the University campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students - especially at the graduate level - from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the new Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6,500 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrollment numbers about 600, of whom more than half are candidates for doctoral degrees.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up six standing committees to recommend policy in the areas of budget, graduate studies, research and development, media and communications, administrative services, and field development. Most relevant to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, and five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairperson of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrollment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and OISE Application for Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

   Mrs. P. A. Buitenhuis,
   Office of the Coordinator of
   Graduate Studies, OISE,
   252 Bloor St. W.,
   Toronto, Ontario M5S 1V6

2. Requests for evaluation of admissibility should be accompanied by the following:
   (*a*) *three* official transcripts, bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);
   (*b*) where applicable, three copies of documents attesting to professional education, teacher certification, and experience;
   (*c*) a score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);
   (*d*) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (see departmental section);
   (*e*) two letters of reference to support the application: use forms entitled Letter to Support Application for Admission and/or Student Financial Award, obtainable from Mrs. P. A. Buitenhuis referred to under (1) above;
   (*f*) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;
   (*g*) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.
   Note: Students from outside Canada whose mother tongue is not English must take an English language test. See page 7.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see pages 12 to 14). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment again if it has already been submitted.

4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, it will write the student to this effect; but it should be understood that this is a recommendation only. Enclosed with the Institute's letter will be a set of School of Graduate

Studies Application for Admission forms. These School of Graduate Studies forms, together with an application fee of $10 (Canadian funds - not refundable), payable to the University of Toronto, by either certified cheque or money order, should be returned *not* to the Institute, but to:

The Secretary,
School of Graduate Studies,
University of Toronto,
63 St. George St.,
Toronto, Ontario M5S 1A1

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.
6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.
7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which admission has been granted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all full-time degree programs must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1977/78 Session, which starts in September. While applications will be received beyond this date, no guarantee of either possible admission to full-time study or eventual receipt of financial award can be made. Many students accepted to a program may wish, or be expected, to commence in the 1977 Summer Session. At the time of tentative acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information.

An M.A. candidate in the Department of Educational Theory wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If students are unable to attend the session for which they have been accepted, but wish to postpone their acceptance to a later session, they must reapply and compete again with all other applicants for the later session.

M.ED. AND ED.D. CANDIDATES

Full-time M.Ed. and Ed.D.

Applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading "M.A. and Ph.D Candidates." Potential Ed.D. applicants wishing an assessment of admissibility should follow these procedures also.

Ed.D. applicants should note that the process of application assessment and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines.

Part-time M.Ed.

All inquiries pertaining to part-time M.Ed. study and requests for Application for Admission forms should be addressed to:

Miss M. Hambly,
Office of the Coordinator of
Graduate Studies, OISE,
252 Bloor St. W.,
Toronto, Ontario M5S 1V6

The completed forms should be returned to the Office of the Coordinator of Graduate Studies together with the application fee of $10 (cheque made out to the University of Toronto in Canadian funds). This must be either a certified cheque or a money order and is not refundable.

The forms for the 1977 Summer Session will be available *February 1* and must be returned before *March 1*. Applicants for admission to the part-time M.Ed. program in the Departments of Applied Psychology (Adult Education and Counseling, and Guidance and Counseling) and Special Education commencing in either the Summer Session or the Regular Session must apply by this date also.

The forms for the 1977/78 Regular Session for part-time students (daytime and after-hours) will be available by *April 15* and must be submitted before *June 1*, but note previous paragraph. (This date is absolutely final for courses to be taken in the second half-year, beginning in January, as well as for those to be taken in the first half-year.)

Part-time M.Ed. applicants are only required to submit items as outlined on pages 2 and 3 under number 2(*a*), (*b*), (*e*), (*f*), and (*g*); but in the case of (*e*), no official forms are needed. Please refer to the departmental sections for possible further documentation and requirements.

Part-time Ed.D.

Applicants must follow the procedures outlined under the subheading "Full-time M.Ed. and Ed.D." Please note that although the Ed.D. may be commenced on a part-time basis, a full year of resident study must be undertaken before completion of the degree.

REGISTRATION

Students will be notified of registration procedures at a later date.

STUDY IN SUMMER SESSION

While March 1 is the last date for receiving applications for enrollment in the Summer Session, students would be well advised to enroll before that date since enrollment in most classes is limited. On this account, February 1 to March 1 has been established as a period of advance enrollment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors. The deadline for instructors to submit grades to the OISE Office of Graduate Studies for Summer Session courses is October 10 or any time after that date until October 10 of the following year. (See pages 9 and 10). Final grades will be mailed to students as early in November as possible.

Students may enroll for not more than two half-courses in any one Summer Session.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1977/78 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: (*a*) one half-course in each of the two half-years; (*b*) two half-courses that are offered for the full year; (*c*) one full course that is offered for the full year; or (*d*) where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second half-year. Those not fully employed may be able to take more than one half-course in each half-year.

June 1 will be the last day for receiving applications for enrollment in these after-hours courses; this date applies to courses for both the first and second half-years of the 1977/78 Regular Session.

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the existing University of Toronto degree of Master of Education. Courses are currently being offered in Kitchener-Waterloo, Peterborough, Barrie-Orillia, Sudbury, North Bay, London, Niagara, Timmins, and Sault Ste. Marie.

Some of the course requirements for the M.Ed. degree must be completed through on-campus study. For details and plans concerning the courses likely to be offered at the existing off-campus centres, please consult the departmental sections of this Bulletin or the course schedule.

FIELD DEVELOPMENT

The purpose of Field Development is to provide direct assistance to education in Ontario, particularly to schools. OISE's Office of Field Development comprises an administrative office in the OISE building in Toronto, and nine regional field centres. The office is also responsible for publication of OISE's teacher journal, *Orbit*.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But the Institute as a whole is committed to field development work and many academic departments of the Institute are heavily involved in Field Development. Field centres make an important contribution to Graduates Studies (by helping with the development of off-campus courses) and to Research and Development (through local research projects). Joint projects are increasingly common, with Field Development helping Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff - generally not more than three or four people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; examining the effect of different timetable arrangements, especially semestering; developing a series of criterion-referenced tests in reading, writing, listening, and speaking; promoting the use of paraprofessionals and parent volunteers in schools; examining leadership roles with school staffs and administrators; and producing, evaluating, and distributing inquiry-training and problem-solving materials.

The Office of Field Development's regional field centres are listed below:

WESTERN ONTARIO CENTRE
Broughdale Public School
247 Epworth Avenue
London, Ontario N6A 2M2
Telephone: 519-433-2631

NIAGARA CENTRE
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558

TRENT VALLEY CENTRE
R.R. No.3
Peterborough, Ontario K9J 6X4
Telephone: 705-742-8827

CENTRAL ONTARIO CENTRE
OISE
252 Bloor Street West
11th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext.223

NORTHWESTERN CENTRE
Central School Resource Centre
10 South Algoma Street
Thunder Bay "P", Ontario P7B 3A7
Telephone: 807-344-5764

MIDNORTHERN CENTRE
295 Victoria Street
Sudbury, Ontario P3C 1K5
Telephone: 705-675-6491

MIDWESTERN CENTRE
Victoria School
Joseph Street
Kitchener, Ontario N2G 1J2
Telephone: 519-579-0780

OTTAWA VALLEY CENTRE
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561

NORTHEASTERN CENTRE
269 Main Street West
North Bay, Ontario P1B 2T8
Telephone: 705-472-6611

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function — to foster improvement in Ontario education and to complement the discipline-based programs of academic departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, as well as in journals edited and/or published at the Institute (*Interchange, Curriculum Inquiry, Orbit*).

The Office of Research and Development Studies has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: (*a*) support for the committee which determines Institute priorities for research and development work and the procedures that determine which projects will receive internal funds; (*b*) conducting (in cooperation with the Office of Field Development) the internal review of project proposals; (*c*) negotiation of contracts and grants, and administration of externally-funded projects; (*d*) administration of large projects that involve personnel from several academic departments; and (*e*) provision of information services, consultation related to external funding (including applications for student research grants and fellowships), and assistance with project design.

Students may participate, where appropriate, in both internally and externally funded projects.

A portion of available "internal" funds is reserved for small-scale projects, for which decisions are made within individual academic departments. Both staff and students may submit small-scale proposals.

The current research and development program is described in an annual publication, *Research and Development Projects in The Ontario Institute for Studies in Education*.

FRANCO-ONTARIAN STUDIES

In 1972 a Franco-Ontarian section was established within the Institute to encourage and undertake work to meet the needs of the French-language community in the province.

A number of projects have been undertaken to date under priorities established by an advisory committee representative of interested groups within the province, and ratified by the Institute's Research and Development Standing Committee. In each region, local bodies have participated in the formulation of project objectives, and resource people drawn from schools, school boards, and universities have collaborated to bring the projects to fruition. Opportunities are available to French-speaking students and staff for in-service training and collaboration in curriculum development in the field.

The creation of a Centre for Franco-Ontarian Studies with full Institute recognition is under active study. Such a Centre would have responsibility for sponsoring courses in various departments to be taught in French where demand justifies such action. However, such courses are purely experimental and no student could ordinarily undertake a program of study with the expectation that all, or even a major part of it, could be completed in French.

For the purpose of assisting French-speaking students, bilingual advisors have been identified in different academic departments. The following persons, holding cross-appointments or employed in the Franco-Ontarian section, may be consulted regarding study programs: S. Churchill, Office of Research and Development; J. S. Hockley, History and Philosophy of Education; R. Lamerand, Franco-Ontarian Studies; D. W. Livingstone, Sociology in Education; L. D. McLean, Measurement, Evaluation, and Computer Applications; R. Mougeon, Franco-Ontarian Studies; E. B. Rideout, Educational Administration; and E. V. Sullivan, Applied Psychology.

Students should consult with a member of the Franco-Ontarian section if they have received approval from the Office of the Coordinator of Graduate Studies to write their theses in French.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must take an English language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended, from either of the following:

English Language Institute,
University of Michigan,
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing Service,
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Department of MECA of OISE will administer this test on the dates given below. Application forms for the test can be obtained from the Office of the Coordinator of Graduate Studies, OISE, or from the MAT Officer, Department of MECA, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer ten days before the test date.

Only those who have applied or are planning to apply for admission to OISE will be eligible to write the Miller Analogies Test at the following times in 1977:

January 22	Saturday	2:00 p.m.
February 5	Saturday	2:00 p.m.
March 5	Saturday	2:00 p.m.
March 22	Tuesday	2:00 p.m.
March 24	Thursday	2:00 p.m.
April 7	Thursday	6:15 p.m.
May 10	Tuesday	2:00 p.m.
May 28	Saturday	2:00 p.m.
June 11	Saturday	2:00 p.m.
July 21	Thursday	5:00 p.m.
August 3	Wednesday	9:30 a.m.
November 12	Saturday	2:00 p.m.
December 3	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 978-3398 and 978-5340), for permission to take this test.

Applicants not living in the Toronto area should contact the testing center of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, for the address of the nearest testing center.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examinations are administered five times a year at the University of Toronto and at many other centers in Canada and as many as six times a year in some parts of the United States. The test centers and dates are given in the *GRE 1976–77 Information Bulletin,* which may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955-R, Princeton, New Jersey 08540, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special center. The registration fee for the GRE Aptitude Test is $10.50 (U.S.).

EXAMINATIONS AND GRADES

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and F, which have the following meanings attached to them:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F: glaring inaccuracy and confusion, little or no grasp of techniques and

principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.
(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and − to signify a grading within each class from high to low, and will assign letter grades of A+, A, A−, B+, B, B−, or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A−	7 points
B+	6 points
B	5 points
B−	4 points

In addition to letter grades instructors will, at the request of the student, provide the student and the Office of the Coordinator of Graduate Studies with a written appraisal of the student's scholarly performance in a course for inclusion in the student's file. These written appraisals will be made available to external agencies or institutions by the Office of the Coordinator of Graduate Studies only if the student so requests. Conferences between the professor and student concerning the final grade in a course are to be held at the request of either student or professor.

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. If a student fails in a course which is considered by the home department to be vital to the main content of the program, then the student must repeat that course in order to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first half-year courses and courses running all year and January 28 for second half-year courses. November 12 is the last day to withdraw without academic penalty for first half-year courses and February 25 for second half-year courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. If a course is dropped after these dates it will remain on the transcript as a permanent "Incomplete." There can be no changes - additions, deletions, substitutions - after the above dates. If a student has a number of incomplete courses, others must be added to fulfill the degree requirements.

From September 1976 there will be a one-year deadline for completion of courses taken in the 1976/77 academic year and onward. After this period of time a *permanent incomplete* will appear on the student's transcript. First term course grades are due on January 31 of the following year; second term and full year course grades, April 20 of the following year; and summer course grades, on October 10 of the following year.

Where students can finish courses earlier without prejudice to the academic quality of their work, they are encouraged to do so. The same dates, but immediately after classes have ended, would prevail. These dates, January 31, April 20, October 10, represent the times at which faculty must submit grades for students who have completed all requirements for the course of the preceding term. These grades will then be quickly available for transcript purposes.

Only in very rare circumstances would an extension beyond the one-year deadline be considered. An appeal for such an extension should be made to the student's home department first, which in turn must support the request when it comes to the Graduate Studies Office, after which it would be forwarded to the School of Graduate Studies for approval.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of the Coordinator of Graduate Studies is notified by the appropriate dates of any changes in courses, of grades assigned by instructors, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of the Coordinator of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

TRANSCRIPTS

B.Ed. candidates, up to June 1967, may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $1 is charged and 25 cents for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Information concerning fees is contained in the Calendar of the School of Graduate Studies. Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed below, are subject to change by the Governing Council of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. This must be either a certified cheque or a money order, and is not refundable. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

There may be revised tuition fees for students in Canada on a student visa. Please consult the Office of Graduate Studies for current information in this regard.

FULL-TIME STUDENTS

The basic fee for all students, except those studying on a student visa, per academic year of full-time study is the same for all students - M.Ed., M.A., Ed.D., Ph.D., and Special Students - $652.50. This fee includes:

Academic fees	$600
Health Service	$ 12
Graduate Students' Union	$ 18.50
Hart House	$ 22

Full-time M.Ed. Students

In the case of students accepted into regular eight half-course M.Ed. programs, the academic fee of $600 is divided into two parts, $450 for the Regular Session and $150 (plus a Student Activity Fee of $5) for the Summer Session.

In the case of students accepted into a ten half-course M.Ed. program, the academic fee of $600 will be augmented by the cost of two additional half-courses plus required incidental fees.

It should be noted that regardless of the pattern of undertaking courses the full academic fee for either the eight half-course or the ten half-course M.Ed. program will be levied.

Full-time Ed.D. Students
In the case of Ed.D. candidates commencing their program on a full-time basis, the academic fee is $652.50 (including $52.50 for incidental fees).

Ed.D. candidates commencing their program on a part-time basis pay $75 per half-course plus incidental fees. The academic fee for part-time courses will be deducted from the full-time fee when the residence year of full-time study is undertaken.

Full-time M.A. and Ph.D. Students
For an M.A. or Ph.D. student whose program includes a Summer Session following the Regular Session, no additional fee for Summer Session is required beyond the fee of $652.50 paid for the academic session. If the degree program includes a Summer Session preceding the Regular Session, the basic fee is divided into two parts, $155 (including a Student Activity Fee of $5) for the Summer Session and $450 for the Regular Session.

Dual Registration Fee for M.A. and Ph.D. Candidates
If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. in Educational Theory, and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of $150 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

Reregistration Fee: M.A., Ed.D., and Ph.D. Candidates
M.A., Ed.D., and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must reregister each year. If they do not, the degree candidacy may lapse. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

Reregistration Fee: M.Ed. Candidates
M.Ed. candidates who have undertaken all the course requirements for the degree but not completed these requirements within the academic calendar year of enrollment in the final course(s) must reregister each year until the completion of the degree. The University year commences July 1. The reregistration fee is $150 plus any applicable incidental fees.

PART-TIME STUDENTS

One graduate course (including required incidental fees of $21.25)	$171.25
Each additional course	$150.00
One half-course (including required incidental fees of $15.25)	$ 90.25

For M.Ed. reregistration fee, see this column above.

SUMMER SESSION STUDENTS

One half-course (including Student Activity Fee of $5)	$ 80
Two half-courses (including Student Activity Fee of $5)	$155

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 16, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of October 15, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 8 will be assessed a late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

For M.Ed. and Ed.D. candidates, rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

OISE offers student financial awards to support programs of full-time graduate study. The student must qualify for an award on the basis of ability and promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of the OISE home department.

It is important to note that an OISE service award offered by the Institute is for the specified amount and does not cover payment of fees. This is the responsibility of the student, who must be in a financial position to fulfill this obligation at the beginning of the academic year.

For further information and application forms, write to Mrs. P. A. Buitenhuis, Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6. Completed applications should be submitted before February 1, 1977.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $1,400 per term (subject to change if fees are increased). Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available from the Office of the Coordinator of Graduate Studies, OISE, and from the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4. The deadline for submitting applications is December 1, 1976 for the 1977/78 academic year.

CANADA COUNCIL AWARDS

Canada Council awards in the humanities and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $5,500 for individuals in the first two years of a doctoral program and up to $6,500 after completion of the first two years of such a program.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually December 1, but it will be announced by the home department in the fall.

(b) For renewal of Canada Council awards: Awards Service, The Canada Council, P.O. Box 1047, Ottawa, Ontario K1P 5V8. Closing date is January 15 for the following academic year.

(c) For new full-time students: as in item *(b)* above.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS — $6,000

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $6,000 each for advanced graduate study in education. The first, the Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working, preferably, at the doctoral level. The second may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the

Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications will be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS — $5,000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $10,000 payable within a two-year period to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Bursary Awards provide up to $3,500 to assist members in financing postgraduate studies leading to a master's degree in educational studies. Candidates for the awards must be statutory or voluntary members of OPSMTF.

For more information and application forms contact the OPSMTF Scholarship Committee, Ontario Public School Men Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is February 1, 1977. All supportive documents, including transcripts and other relevant materials, must be submitted by February 21, 1977.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION — SCHOLARSHIPS AND AWARDS

These awards, totaling $18,000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP — $2000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

University of Toronto Open Fellowships are available. A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition.

CANADIAN GOVERNMENT AWARDS FOR FOREIGN NATIONALS

Under its program of cultural exchanges with foreign countries, the Department of External Affairs, through the Canada Council, offers scholarships to French nationals, and fellowships and scholarships to nationals of the following countries: Belgium, Brazil, the Federal Republic of Germany, Finland, Hungary, Iran, Italy, Japan, Luxembourg, Mexico, the Netherlands, Poland, Switzerland, and Yugoslavia. Prospective candidates may obtain application forms from the Canadian Embassy or from the appropriate department of government in their respective countries. Completed application forms must be returned not later than January 15.

EMERGENCY STUDENT LOANS

Any full-time student attending OISE may apply for loan assistance from the fund. Primary consideration will be given to applicants who face critical financial situations of an emergency nature and who have no other reasonable recourse. Contact Dr. Andrew Effrat in the Office of Graduate Studies, OISE, for forms or more information.

LIBRARY

The Institute Library houses a collection of 380,000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials, and some 4,000 serial titles are available. There are complete holdings of such document series as ERIC on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

The Instructional Materials Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers are available.

A Library Guide is distributed to all students at registration; the Circulation staff is available to explain loan, renewal, and reserve procedures.

Guides to special services and parts of the collection are issued and updated periodically. Special orientation classes for special topics, parts of the collection, and/or special services may be arranged through the course instructor and the Librarian for Public Services.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Because of new information sources and systems (e.g., on-line information retrieval and microform catalogues), students should plan some time to become more aware of the potential services.

EDUCATIONAL INFORMATION SYSTEM FOR ONTARIO (EISO)

EISO offers a computerized service for conducting searches of professional literature. Data bases searched include the *Current Index to Journals in Education, Resources in Education, Dissertation Abstracts, Psychological Abstracts,* and other indexes of interest to educators. A modest fee is charged to cover costs, though funds are available to pay for searches related to theses and Qualifying

Research Papers. For further information, contact the EISO Search Analyst, Room S218, OISE Library.

AUDIOVISUAL EQUIPMENT

OISE's Media Services offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit room N466 or call ext. 525.

COMPUTER FACILITIES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and internal courses in computer applications are available.

The Computing Services Group operates an in-house DECSYSTEM-10 computer. This is primarily used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and small-scale data analysis. Typewriter-like terminals are located around the Institute and the system is available to all Institute students and staff.

General-purpose batch processing for large-scale data analysis and quick-turnaround batch facilities for program debugging are provided through a high-speed cardreader/printer terminal to an IBM 370/165-II computer at the University of Toronto Computer Centre. Access to this computer, as well as to keypunching services, is on a controlled, costed basis.

PUBLICATION DIVISION

The Publication Division provides editing, design, production coordination, mailing, printing, and copying services to the Institute. An important function of the Division, besides the preparation of materials for publication, is the advertising and promotion of publications intended for distribution and sale to all members of the public with an interest in education.

OISE CAREER SERVICES

OISE Career Services is a program of career counseling and placement assistance operated by the Office of Graduate Studies. It offers the student program counseling from a career viewpoint and full-time and part-time employment information of specific relevance to both students and faculty at OISE. In the Office of Career Services, Room S1103, one will find résumé guidance; listings of part-time, summer, and permanent jobs; listings of potential employers with descriptions of the professional qualifications they require; listings of possible practicum and internship settings; and an individualized career counseling service. Students are encouraged to register with OISE Career Services early in their graduate program so that employment information may be brought to their attention.

Students interested also in employment outside the field of education are encouraged to register at the same time with the University of Toronto Career Counselling and Placement Centre (see below).

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement

Centre of the University of Toronto at 344 Bloor St. W., 4th Floor, offers individual and group career and vocational counseling. It will assist the student in securing summer, part-time, temporary, and permanent employment, and provide information about employment openings in many areas. All students should feel free to discuss their employment problems with the Centre's career counselors.

Another activity of the Career Counselling and Placement Centre is the Confidential Dossier Service. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments.

LIVING ACCOMMODATION

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $2,300. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

A listing of residences is provided on page 17.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in Caledon Hills.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during Spring elections. Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICE

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students through both clinical and infirmary services. Psychiatric consultation is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave., Toronto, Ontario M5S 1A1.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service and the application should clearly indicate that the applicant is *(a)* newly arrived from outside

---

Residence / Address / Apply to:

Men:

Devonshire House,* 3 Devonshire Place. Dean of Men 978-2515

Trinity College, Hoskin Ave. Secretary 978-8680

Wycliffe College,† Hoskin Ave. Dean of Residence 979-2534

St. George Graduate Residence, 321 Bloor St. W. Secretary 978-4885

New College,* 21 Classic Ave. Dean of Men 978-2464

Massey College, Devonshire Place. Secretary 978-2890

St. Michael's College,* 50 St. Joseph St. Accounting Office 921-3151

Knox College,† 59 St. George St. Principal 979-2137

Women:

Loretto College,* 70 St. Mary St. Dean of Women 925-2833

Massey College, Devonshire Place. Secretary 978-2890

New College,* 40 Willcocks St. Dean of Women 978-8875

St. George Graduate Residence, 321 Bloor St. W. Secretary 978-4885

St. Joseph's College,* 90 Wellesley St. W. Dean of Women 924-2121

Whitney Hall,* 85 St. George St. Dean of Women 978-2530

Married Students' Accommodation; Co-operative Residences:

Married Student Apts., 30 & 35 Charles St. W.
Inquire at University Housing Service, 49 St. George St.

Campus Co-operative Residence, Inc., 395 Huron St. 979-2161

Tartu, 310 Bloor St. W. Manager 925-4747

---

*Available in the summer only.

†Available in the winter only.

Note: All addresses for application are in the Toronto postal area.

Canada and *(b)* a registered student at the University of Toronto.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending University here. If they do not have this coverage, they should apply for OHIP as soon as possible.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad, and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with officials in education from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available, insofar as we can, to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The office to coordinate International Education at OISE, headed by Dr. K. F. Prueter, promotes and encourages interest of both staff and students in this area by arranging guest speakers, seminars, and colloquia; by maintaining and distributing an up-to-date list of academic resources; and by providing information on bursaries and scholarships available to both international and Canadian students interested in international education. The office is also responsible for facilitating a cooperative relationship between OISE and other agencies and institutions both inside and outside Canada that are interested in this field.

Of special interest is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. A. Effrat, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Ms. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be sent to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

(*a*) To promote the welfare and interests of full-time, part-time, and special students at OISE.

(*b*) To represent OISE students in matters of their interest.

(*c*) To initiate, sponsor, and promote athletic, cultural, and social events of interest to OISE students.

(*d*) To coordinate the governmental

activities of students in the various departments and decision-making bodies of the Institute.

(*e*) To promote and maintain communications between students and administration.

(*f*) To provide responsible student government at OISE.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (local 728) or drop by the Association's office located in S1060.

OISE INTERNATIONAL STUDENTS' ASSOCIATION

A newly formed association of international students has been established to promote the academic, social, and personal needs of international students and all other students interested in international studies in education. A constitution to govern the association is currently being developed. For further information contact the President, Mr. Mingche Yeh.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing for admission as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not known, the three letters will therefore appear after every half-course. In the case of full courses running all year a Y will be assigned after the course number. The first two digits designate the department, e.g., the 17 in 1700 F,S,H and the 37 in 3710 F,S,H refer to the Department of Educational Planning.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent consultation, ideally once a week, can occur.

INDIVIDUALIZED PROGRAMS AND INTERDISCIPLINARY OPPORTUNITIES

Most degree programs in Educational Theory are defined in terms of a particular internal department (Adult Education, Applied Psychology, etc). Where students' interests are interdisciplinary in nature, however, it is appropriate for them, in consultation with their advisor, to construct a flexible and individually tailored course of study that fulfills departmental requirements but nevertheless has an interdisciplinary focus, drawing upon course offerings from other OISE departments. The official program is still that of the students' home department, but the interdisciplinary emphasis can lead to a very meaningful and useful course of study. Students may, however, have to take the initiative in making arrangements for such a specialization in the first instance.

The following are examples of possible areas of interdisciplinay emphasis in education:

a) *Comparative and International Education:* Although OISE has no formal program or department of comparative and international education, a number of courses with a comparative or international focus are offered in several departments, and it is possible for some students to plan, in consultation with their advisors, programs that embrace their interests in this specialization.

An integrated set of courses in comparative and international studies in education is being developed jointly by interested faculty members and the OISE International Students' Association. The following faculty members have been involved in developing courses in this area, and would be available for consultation:
D. H. Brundage, Adult Education;
J. R. Kidd, Adult Education;
G. L. McDiarmid, Curriculum;
J. P. Farrell, Educational Planning;
D. N. Wilson, Educational Planning;
R. S. Harris, Higher Education;
W. Brehaut, History and Philosophy of Education; G. L. Caplan, History and Philosophy of Education; V. R. D'Oyley, Measurement, Evaluation, and Computer Applications; D. W. Livingstone, Sociology in Education. Students wishing additional information regarding opportunities for graduate study in OISE in this area, including a listing of currently available courses with a comparative or international focus, may write to Dr. K. F. Prueter, International Education, Director's Office. In addition, informal information may be obtained through the International Students' Association.

b)*Early Childhood Education:* A number of interested faculty members in several departments at OISE have drawn up a set of courses that can be used to develop an emphasis in early childhood education.

The emphasis can be realized through enrolling in the degree of M.Ed. for Special Purposes with an appropriate specialization according to interest in one of three departments, Applied Psychology, Curriculum, or Special Education. Each department offers a small required core plus optional courses drawn from offerings of the two other departments, plus possibly Adult Education and Sociology in

Education. Details are available under the descriptions of M.Ed. for Special Purposes programs in the respective departments.

c) Multicultural Studies in Education: This emphasis recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. The courses provide students with both practical and academic learning experiences in multicultural studies. Courses that are now offered deal with a wide variety of issues and topics such as: 1212F,S,H, The Psychological Aspects of Counseling and Teaching New Canadians (A. Wolfgang); 1428F,S,H, Minority and Ethnic Concerns in the History of Canadian Education (H. Troper); 1903F,S,H, The Sociology of Minority Groups in Canadian Education (Staff); 1336F,S,H, The Psychology of Second Language Learning (M. Swain); 1337F,S,H, Bilingual Education and Bilingualism (M. Swain). Courses are also being developed by S. B. K. Henderson, Applied Psychology, and G. Cressy, Sociology in Education, on policies, practices, and research-related immigrant and ethnic education.

Also, courses in multicultural studies are being offered for students in the M.Ed. program for special purposes in the Department of Applied Psychology (see page 54 for description).

d) Women's Studies: A series of courses within the variou departments of the Institute may be developed into a coherent program for students interested in women's studies. Some of the faculty involved in this area are: M. Eichler, A. Prentice, C. M. Reich, and J. D. Wine. The following courses, for example, might form a core for such an interdisciplinary program: 1422F,S,H, The Family and Sex Roles in History; 1426F,S,H, The History of Women and Their Education in Canada; 1972F,S,H, Education and the Sociology of Women; 3972F,S,H, Advanced Research Seminar: Issues in Education and the Sociology of Women. The attention of students is also called to courses focusing on the family, adolescence, or other related topics that might be relevant to a women's studies program. The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: The Women's Kit Resource Centre; The Women in Canadian History Project (Department of History and Philosophy of Education); The Canadian Newsletter of Research on Women; and Grow - Group for Research on Women (an OISE interdepartmental research group).

Students interested in developing a graduate program in women's studies must be registered in one department and will have a departmental advisor for their program. To find out the research interests of OISE faculty members who are engaged in women's studies, and what research has been done at this Institute by faculty, students, and research officers, students should consult the comprehensive list retained by J. Hill of the Office of Research and Development Studies.

e) Other Emphases: Other individualized programs might be constructed in the areas of *Moral and Religious Education* (contact C. M. Beck and D. R. Boyd, Department of History and Philosophy of Education or E. V. Sullivan and J. Quarter, Department of Applied Psychology); *Alternatives in Education* (contact D. W. Livingstone, Department of Sociology in Education); *People in Conflict with Society (Correction, Delinquency, Probation)* (contact J. A. Eisenberg, Department of History and Philosophy of Education); *Urban Education; Policy Studies in Education; Canadian Studies; Science Education;* etc.

Of course, the above list is not exhaustive either with respect to what is currently being done at OISE or to what individually tailored programs students will create to meet their needs and interests. Individualization of program design is clearly possible at both the master's and doctoral levels. It should be noted, however, that the M.Ed. for Special Purposes (see page 24) provides a particularly outstanding opportunity for such specialization.

INTERDEPARTMENTAL PROGRAMS IN EDUCATIONAL THEORY

In some cases the degree of specialization or individualization required by students is such that they are willing to give up the advantages of having a home department in order to enter upon a program that is formally interdepartmental. In this case they will belong to two or even three departments within Educational Theory, each of which must approve their admission.

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. A. Effrat, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(*a*) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(*b*) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(*c*) At least one year of successful professional experience in education.

(*d*) See pages 3 and 4 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be undertaken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the eight half-courses.

Each applicant must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While a student may change the field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a

thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enroll for up to two half-courses in each Summer Session and two half-courses in each Regular Session. (See page 4.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must reregister and pay any required reregistration fees.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coodinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrollment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under Program of Study which follows, are:

(*a*) Ordinarily a relevant four-year undergraduate degree from the University of Toronto, or an equivalent degree, with B standing or better in the final year. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc.

(*b*) See pages 2 and 3 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program. For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each student must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(*a*) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of either a three-year or four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs on the basis of either a three-year or four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(*b*) A thesis.

(*c*) One academic year of full-time resident study. While it is possible for M.A. courses to be pursued on a part-time basis, the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the M.A. degree must be completed satisfactorily within five years from the date of enrollment in the first of the last six half-courses in the M.A. program.

Applicants who have credit for graduate courses at another university, beyond what is required for admission to a one-year M.A. program, may be granted advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at the university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree – M.A. candidacy and M.Ed. candidacy in these two master's degree programs are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto M.Ed. or M.A. in Educational Theory, or their equivalents, with high standing, in the field of specialization proposed at the doctoral level.

(*b*) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(*c*) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(*d*) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(*e*) Ordinarily, one year of professional preparation for education.

(*f*) Successful professional experience in education.

(*g*) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a ualifying Research Paper, or a master's thesis.

(*h*) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(*a*) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term - September through December - followed by the Spring term - January through April - in the same session, or the Spring term in one session followed by the Fall term in the next session).

(*b*) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrollment on a part-time basis for the first two to four half-courses.

(*c*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation.

(*d*) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*e*) All requirements for the Ed.D. must be completed within six calendar years of first enrollment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(*a*) The University of Toronto four-year undergraduate degree or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, page 10.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(*b*) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly professional potential.

(*c*) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in the intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had an M.A. program been undertaken in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be taken concurrently with the doctoral program.

(*d*) See pages 2 and 3 for documentation required.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(*a*) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Educational Theory or equivalent. It is the firm expectation that these two academic years of full-time resident study be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request were granted, the length of degree candidacy would not be increased.

(*b*) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(*c*) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University.

(*d*) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted in October of the final year of required residence to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 7. If this action has not been taken by the required date, that academic year cannot be counted for residence credit.

(*e*) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defense by the candidate.

(*f*) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(*g*) All requirements for the Ph.D. must be completed within six calendar years of first enrollment as a Ph.D. candidate, or seven years when advance standing has not been granted for the M.A. or equivalent.

SPECIAL STUDENTS

Special students ordinarily must have B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(*a*) for predoctoral study after having been assessed by the department of specialization,

(*b*) for credit purposes at another university,

(*c*) for credit toward outside professional certificates,
(*d*) for academic content purposes, etc. Special Students cannot receive degree credit for courses taken under this category.

DEFINITION OF FULL-TIME RESIDENCE

Credit for academic residence requirements can be given only to full-time students who live close enough to the University of Toronto to participate fully in the University activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week. Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer cannot count for residence credit.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page v).

Note: The courses of instruction offered through the various OISE departments are described on the following pages.

Since this Bulletin is published several months prior to commencement of the academic year the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time a schedule of courses is available. There are enrollment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

Note: Graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Note: Faculty listed at the beginning of the following departmental sections are as of January 1, 1977.

Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Associate Professor and Chairperson of the Department
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning and political economic issues related to adult education)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(media evaluation; applications of transactional analysis to education)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

*DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor
(education for family living: research and development related to the family)

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Assistant Professor and Assistant Coordinator of Graduate Studies, OISE
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies; adult basic education; social responsibilities of postsecondary institutions; community education)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement, Evaluation, and Computer Applications
(longitudinal studies in continuing education and employment experiences of certain professional groups; research projects concerning Franco-Ontarian students and teachers)

ANN W. FALES, *Ph.D. (Chicago)*
Assistant Professor
(adult development work and aging; women's studies; self-directed learning)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(integration of program-planning models, teaching models, and evaluation models; elaboration of alternatives at program development choice points)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Sir George Williams), LL.D. (Trent)*
Professor
(comparative studies, learning theory and practice, education and development)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

EZRA NESBETH, *Ph.D. (Toronto)*
Assistant Professor, and Senior Professional Development Officer, Clinical Institute, Addiction Research Foundation

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(the individual's major change efforts; human goals)

ASSOCIATED INSTRUCTORS:

DAVID J. F. BEATTY, *Ph.D. (Michigan State)*
Project Director, Staff Training and Development/Developing Human Resources

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director in Adult Education

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Senior Consultant, Ontario Region, Bureau of Staff Development and Training, Public Service Commission

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counseling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change.

Each student's program of specialized study is worked out with the advisor on an individual basis in keeping with the particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals. Prospective candidates may be requested to meet with a member of the Admissions Committee of the department after filing an application.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see pages 7 and 8.)

SPECIALIZATION IN STAFF TRAINING AND DEVELOPMENT/DEVELOPING HUMAN RESOURCES

Applicants can apply for either degree or certificate program admission. This stream of study in the Department of Adult Education is designed for persons working in large organizations in a staff training or development role. The project is guided by a Management Committee, including representatives from major training institutions of the federal government, the Ontario government, and private industry. Participants must be sponsored by an organization. Sponsorship involves a member of the organization participating on the student's Advisory Committee, and supporting the participant in doing this project for the certificate in that organization. All candidates will undertake a human resource project as part of their learning and, where appropriate, for their thesis.

In addition to regular courses in the Department of Adult Education, each participant will be a member of a Training Group which has its own budget and responsibility to develop the professional competences of its members. Each participant will build a professional dossier that includes statements of value and theory, reports of operations to actualize these beliefs, and the feedback and learning that result from these activities.

Through participation in the Advisory Committee, the Training Group, courses, the colloquia, and the project, students will acquire competency in the diagnosis, design, delivery, and evaluation of learning events in organizational settings.

The Certificate in Staff Training and Development can be obtained in conjunction with the degrees offered by the Department of Adult Education. Candidates may pursue the program on a full-time or part-time basis. Program costs are approximately $1,850, which includes courses (usually ten half-courses), a substantial training budget, and entrance and exit colloquia. Further information can be obtained from Dr. D. Beatty, 923-6641, ext. 349.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full-time or part-time student. The program consists of a minimum of eight half-courses which, if undertaken on a full-time basis, would require one regular academic session and one summer session. At least four of these courses must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counseling. Since enrollment in the adult education and counseling certificate program is limited, applications must be received no later than March 1, 1977.

All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION

(Certificate and M.Ed. in Adult Education students only)

The department is currently offering some sections of existing courses off-campus in Ontario, for the purpose of making some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1977 Summer Session will be available from the Office of the Coordinator of

Graduate Studies on February 1 and on April 15 for the off-campus courses in the M.Ed. program in the 1977/78 Regular Session.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

The purpose of this program is to help meet the need for competent counselors of adults in the colleges of applied arts and technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202F,S,H,	Theories and Techniques of Counseling
1203Y	Practicum in Counseling
1121F,S,H,	Practicum in Adult Counseling

The following courses are recommended strongly:

1106F,S,H	Small-Group Experience and Theory
1113F,S,H	The Maturation Process and Adult Learning
1119F,S,H	The Social and Institutional Context of Adult Counseling
1120F,S,H	Foundations of Adult Counseling
1266F,S,H	Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that practicums normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

Because enrollment in this program is limited all applications must be submitted by March 1, 1977, for part-time study commencing in either the Summer Session or the Regular Session.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree consists of twelve half-courses. Occasionally the number of half-courses may be reduced to a minimum of six half-courses if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education (one of which should be 1103H), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 26 and 27.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a program of courses and thesis project to include work in four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

Applications for admission to the Ed.D. program must be submitted by February 1, 1977, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 27 and 28.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152F,S,H course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103H. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
Staff, Summer Session; *A. M. Thomas* and staff, Regular Session (after hours)

1101F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Basic concepts, processes, and alternative models for program planning. One section of the course will focus on aspects of program planning associated with direct facilitation of a class, conference, or program; a second section will be concerned with planning institutional programs or curricula in which the chief planner is a program administrator rather than a learning facilitator or resource person.
Staff, Summer Session and Regular Session (after hours)

1103H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the epistemology of adult education research. Topics will include: the identification of important hypotheses, the relation of knowing to research design, the relation of knowing to research method, and research ethics. The seminar will consist of an appropriate mixture of lectures, individual projects, design problems, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. Other students may be included at the discretion of the instructor.

Prerequisite: Completion or concurrent enrollment in 1660F,S or equivalent.
Staff, Regular Session (daytime)

1105F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of

community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
Staff, Summer Session; *J. A. Draper,* Regular Session (after hours)

1106F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered. However, students may select from two sections, one focusing on interpersonal understanding as a consequence of group interaction, and the other on group process and structure. Consult the timetable or department for information relating to the emphasis in a given term.
Staff, Summer Session and Regular Session (daytime and after hours)

1108F,S,H PERSONAL CHANGE EFFORTS IN ADULTHOOD (Pass/Fail)

A comprehensive survey of the ways in which people significantly change themselves or their lives. An analysis of how people manage their major personal change, and the help they need and receive. In addition to class sessions, each student will develop an individual program of reading and observation.
A. M. Tough, Regular Session (daytime)

1109F,S,H PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage, Summer Session and Regular Session (after hours)

1110F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will examine basic learning processes and alternative approaches and activities facilitators can use to aid the development of these processes. Personal and situational factors influencing choice of alternatives will be explored.

It is suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.
Staff, Summer Session; *V. R. Griffin,* Regular Session (after hours and daytime)

1113F,S,H THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
Staff, Summer Session and Regular Session (after hours)

1114F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd, Summer Session and Regular Session (after hours)

1115F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114F,S,H. Students will apply comparative methods to a range of adult educational problems.

Prerequisite: Completion of 1114F,S,H, and permission of the instructor.
J. R. Kidd, Regular Session (after hours)

1119F,S,H THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counseling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counseling, broadly defined, is offered.
Staff, Summer Session and Regular Session (daytime)

1120F,S,H FOUNDATIONS OF ADULT COUNSELING

An introductory course that explains some of the general concepts and issues in the field of adult counseling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program is designed for general practitioners in adult education.
Staff, Summer Session and Regular Session (after hours)

1121F,S,H PRACTICUM IN ADULT COUNSELING

This course is an extension of the practicum taken by students in 1203Y (see page 55) and may be taken only by students enrolled in the Adult Education and Counseling program.
Staff, Regular Session (daytime)

1122F,S,H PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs though faculty, student, and field supports are available. May be taken in conjunction with 3122Y. Guidelines available from faculty advisors.

Prerequisite: Permission of the instructor.
A. W. Fales and staff, Regular Session (daytime and after hours)

1123F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
Staff, Summer Session and Regular Session (after hours)

1125F,S,H ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
Staff, Summer Session; *J. A. Draper,* Regular Session (after hours)

1130H SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or

more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff, Summer Session

1152F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

1152F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: ALTERNATIVE FUTURES FOR ADULT LEARNING

A study of alternative futures and goals for human civilization, for how and what people learn, and for the shape and services of adult education; implications for the adult educator's personal life goals, professional goals, values, and career path. This seminar will proceed largely through two methods: lecture-discussion, and papers presented by the seminar members (based on extensive reading and thoughtful reflection). Open only to students specializing in adult education.
345 *A. M. Tough*, Regular Session (daytime)

1152F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: EVALUATION, THE ARTS, AND EDUCATION

A course combining extensive reading with 346 practical testing of evaluation methods in the area of the arts. The focus will be on methods of evaluating the educational impact and effectiveness of artifacts, performances, and programs. Material from both formal and nonformal educational opportunities will be utilized.
D. S. Abbey, Regular Session (after hours)

3101F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for 1977/78 will be on the work of university departments of extension. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
A. M. Thomas and staff, Regular Session (daytime)

3107F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.
A. M. Thomas, Summer Session and Regular Session (after hours)

3111Y PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. Motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counselor of adults are examined.

Prerequisite: Permission of the instructor.
A. W. Fales, Regular Session (daytime)

3122Y EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122F,S,H (Pass/Fail) but at a more advanced level.

Prerequisite: Permission of the instructor.
A. W. Fales, Regular Session (daytime and after hours)

3124F,S,H ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing, researching, and practicing basic processes in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H or equivalent and permission of the instructor.

V. R. Griffin, Regular Session (daytime)

3125F,S,H CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.

J. R. Kidd, Regular Session (after hours)

3131F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.

Staff, Regular Session (daytime)

3152F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3152F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: PUBLIC FINANCE AND ADULT EDUCATION

There are two objectives of this course: (*a*) to use the literature and principles of public finance as a frame of reference for dealing with issues pertaining to public policy-making and to the running of nonprofit organizations; and (*b*) to examine adult education - the concept and some specific operations - as an instrument of public policy and as a competitor for public funds.

J. W. Holland, Regular Session (after hours)

The following courses might also be of special interest to students in Adult Education:

Applied Psychology: 3210F,S,H, 3226F,S,H

Curriculum: 1340F,S,H, 1360F,S,H

Educational Administration: 1012F,S,H, 1032F,S,H

History and Philosphy of Education: 1409F,S,H

Measurement, Evaluation, and Computer Applications: 3606Y

Sociology in Education: 3911F

Higher Education: 1805F, 1812F

Applied Psychology

*CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor and Chairperson of the Department
(counseling psychology; controlling effects of social stimuli)

SANDRA PALEF, *Ph.D. (Toronto)*
Assistant Professor, Associate Chairperson of the Department and Graduate Studies Academic Secretary
(human memory and information processing)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

DAVID W. BRISON, *Ed.D. (Illinois)*
Associate Professor, Coordinator of Research and Development Studies
(administration of educational research and development; group problem-solving skills; restructuring of the educational system)

ROBBIE CASE, *Ph.D. (Toronto)*
Associate Professor
(developmental, cognitive, and instructional psychology)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Professor
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

*Please direct inquiries for this department to Professor Clifford M. Christensen.

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counseling psychology; career development; group processes; psychology of women)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; second-language learning; research design; remembering)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(personality theory; development and measurement; coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counseling; group processes; school anxieties; workers' education)

J. ALAN LONG, *Ph.D. (Louisiana State)*
Associate Professor and Chief Psychologist, St. Michael's Hospital, Toronto

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; cognitive style and

learning; teacher characteristics, teacher–pupil interaction, classroom consultation and in-service training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistic Studies, University of Toronto
(cognitive development; theory of instruction; psycholinguistics)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor
(counseling psychology)

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor, and Director of OISE
(counseling; intellectual assessment; educational provisions for individual differences; psychology in industry; psychological-theological relationships)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

VIVIAN RENNER, *Ph.D. (Alberta)*
Associate Professor
(development and evaluation of continuing education programs for life satisfaction; group counseling)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed to History and Philosophy of Education and to Franco-Ontarian Studies
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counseling and school psychology)

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy, and interviewing; functional learning disabilities)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counseling psychology; counselor education; process and outcome in counseling)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive-attentional approaches to management of social and test anxiety and competence counseling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID S. IRELAND, *Ph.D.(Toronto)*
Assistant Professor and Head, OISE Ottawa Valley Centre

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor,
OISE Midnorthern Centre

ASSOCIATED INSTRUCTORS:

KENNETH ALLEN, *Ph.D. (Boston)*
Psychotherapist – private practice

GERRY BECKERLE, *Ph.D. (Michigan)*
Chief Psychologist, Toronto East General Hospital

MARY BLUM, *M.A. (Toronto)*
Director and Chief Psychologist, Hamilton-Wentworth Health Unit

IRENE BRIEDIS, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital

LARRY CASH, *M.Sc. (Texas)*
Larry Cash and Associates - private practice

BARRY COOK, *M.A. (Toronto)*
Consultant, Browndale (Ontario)

MEL DAVINE, *Ph.D. (Queen's)*
Psychologist, Thistletown Regional Centre

DAVID DAY, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

WILLIAM H. EULL, *Ph.D. (Bowling Green State University)*
Director of Family Counseling Services, Dellcrest Children's Centre

ALVIN EVANS, *D.Mn. (Hanovernewton)*
Chaplain and Counselor, Counseling Services, Wilfred Laurier University

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist

GREGOR FINLAYSON, *Ph.D. (Toronto)*
Psychologist, C. M. Hincks Treatment Centre, Toronto

ROBERT E. FITZGERALD, *Ph.D. (Western Australia)*
Psychologist, North York General Hospital

WILLIAM FORD, *Ph.D. (Toronto)*
Psycholinguist, Surrey Place Centre

VAL GULENS, *M.D. (Toronto)*
Assistant Clinical Professor, McMaster University

SAM KLARREICH, *Ph.D. (Toronto)*
Psychologist, Scarborough Centenary Hospital

JOSEPH H. KLUGER, *Ph.D. (Queen's)*
Consulting Psychologist, Adventure Place; Psychologist, North York General Hospital

UMESH KOTHARE, *Ed.D. (Toronto)*
private practice

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist - private practice

EDWARD MEADE, *C.A.E.S. (Boston)*
Director, Georgina Family Life Centre

RAY MORRIS, *Ph.D. (Toronto)*
Psychologist, Psychiatric Services, Ontario Provincial Court, Family Division

RICHARD MORRIS, *M.A. (Toronto)*
Consultant, Browndale (Ontario)

TED MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre

JOHN MUNN, *M.A. (Toronto)*
Consultant, Browndale (Ontario)

EVANGELINE MUNNS, *Ph.D. (York)*
Consulting Psychologist, Adventure Place

JESSIE ANN ORME, *B.Ed. (Alberta)*
Program Coordinator, Seneca College

DAN PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

PENNY PARRY, *Ph.D. (McGill)*
Psychologist, York Centre for Learning Disabilities

RUDOLPH PHILIPP, *Ph.D. (Queen's)*
Psychologist, Thistletown Regional Centre

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital

DONALD PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital

BRIAN RIDGLEY, *Ph.D. (Windsor)*
Neuropsychologist, Sunnybrook Medical Centre

ARNOLD RUBENSTEIN, *Ph.D. (Toronto)*
Psychologist, Browndale (Ontario)

SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist, Addiction Research Foundation

HERB SHANNON, *M.A. (Toronto)*
Senior Consultant, P. S. Ross and Partners, Management Consultants

BRIAN USHER, *Ph.D. (Toronto)*
Director of Research, Etobicoke Board of Education

HEATHER ANN WHITE, *Ph.D. (York)*
Senior Psychologist, Northern Services, Queen Street Mental Health Centre

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counseling Psychologist, Student Counseling Services, University of Waterloo

DAVID YIELDING, *M.Ed. (Toronto)*
Coordinator of Guidance for the Borough of York

GERALD YOUNG, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Counseling
3. School Psychology
4. Master of Education for Special Purposes

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

The program for this degree is designed primarily for teachers and other practitioners who have a concern for the application of psychology to education. Those admitted to a full- or part-time program are expected to undertake eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

The core of the program consists of two general courses which the student is required to take and one individually designed for each student. Ordinarily, all three of the following courses are required.

1200F,S,H	Introduction to Educational Psychology
1235F,S,H	Research Methods in Educational Psychology (available during summer)
1252F,S,H	Individual Reading and Research in Applied Psychology

Three additional courses are to be selected from the following departmental offerings. Equivalent offerings from the School Psychology and Counseling divisions of the department, as well as other departments, may be substituted with the approval of the student's advisor. For any specific year, other courses will be added to or deleted from this list depending upon staff. The advisor will be aware of updates of the following list of courses offered by division faculty.

1201F,S,H	Child and Adolescent Psychology
1204F,S,H	Personality and Education
1206F,S,H	Seminar: Learning and Cognitive Processes in Education
1207F,S,H	Motivation in Educational Contexts
1209F,S,H	Seminar: Social Psychology and Education
1230F,S,H	Practicum in Value Education
1241F,S,H	Methods of Early Education and Child Care

The remaining two courses may be taken from courses elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in Psychology may be admitted to an M.A. program extending beyond one year.

All applicants must submit scores on the Aptitude Test and Psychology Area Test of the Graduate Record Examination (see page 8).

The course of study of the one-year M.A. program consists of the following courses and a research thesis.

1234Y	Introduction to the Psychological Analysis of Educational Issues
1235F,S,H	Research Methods in Educational Psychology
1227F,S,H	Practicum in Educational Psychology (extending through the Fall and Spring terms)

The following courses provide options for specialization of interests:

1226F,S,H	Selected Problems in Educational Psychology (specialized study under the direction of a staff member)
1252F,S,H	Individual Reading and Research in Applied Psychology: Master's Level

Another option could be a 1200 or 3200 level course approved by the advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; to act as specialists in in-service training and as staff members in agencies offering psycho-educational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Departmental Requirements

In addition to the general admission requirements on pages 26 and 27, the Department of Applied Psychology specifies the following:

(*a*) The applicant must have completed the equivalent of the University of Toronto M.Ed. or M.A. with specialization in Educational Psychology.

(*b*) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(*c*) After an initial screening, successful applicants will be interviewed by a selection team.

(*d*) Ordinarily, one year of professional preparation in education is required.

(*e*) Successful professional experience in education is a requirement.

(*f*) The applicant must submit scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(*g*) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's research and development of ability and promise.

Program of Study

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time course work. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and two faculty advisors to ensure coordination of the program with the candidate's career, interests, and required competencies. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

Course Requirements

Of the eight half-courses required, four will be directly in an Educational Psychology major, including 3266F,S,H and four additional courses will normally be divided into two minor areas. Four half-courses will be considered to be a normal course load for the regular session of the resident year since the formulation of a thesis proposal is expected by the end of the residency.

The Ed.D. thesis will report the results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focuses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit the following:

(*a*) Scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(*b*) One paper, or a summary of it, which the student feels represents his best work.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 27 and 28, the program for the second and third years presently consists of eight half-courses as follows:

(*a*) a major, consisting of four of the 3200 series seminars from educational psychology;

(*b*) a first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory;
(*c*) a second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

2. COUNSELING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counseling. By agreement with the Ministry of Education, Ontario, certificated and experienced teachers in Ontario who pursue a degree of Master of Education with specialization in Guidance and Counseling may thereby fulfill the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in the circular, "Routes to School Guidance Certification," obtainable from the Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario
M7A 1L4.

Please note: All part-time applications for this program commencing in the Regular Session or Summer Session *must be submitted by March 1.*

In addition to the general requirements detailed on pages 23 to 24, admission to the M.Ed. program with specialization in Guidance and Counseling ordinarily requires a background as follows:
(*a*) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(*b*) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and a half-course in educational psychology (1200F,S,H).

or

(*c*) the Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required to take course 1261F,S,H. All degree programs consist of a minimum of eight half-courses regardless of the certificates held.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

1202F,S,H	Theories and Techniques of Counseling
1203Y	Practicum in Counseling
1261F,S,H	Group Work in Counseling
1266F,S,H	Theories of Vocational Development
1611F,S,H	Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

1200F,S,H	Introduction to Educational Psychology
1201F,S,H	Child and Adolescent Psychology
1204F,S,H	Personality and Education

1205F,S,H	Individual Intellectual Assessment
1206F,S,H	Seminar: Learning and Cognitive Processes in Education
1209F,S,H	Seminar: Social Psychology and Education
1217F,S,H	Theories of Behavior Modification
1260F,S,H	Foundations of Guidance and Counseling
1262F,S,H	Organization and Administration of Guidance Services
1267Y	Advanced Practicum in Counseling

Options available from the course listings in other OISE departments:

1284F,S,H	Behavior Disorders in Relation to Education
1040F,S,H	Administrative Problems I: The School
1113F,S,H	The Maturation Process and Adult Learning
1302F,S,H	Innovations in Curriculum and Instruction in the Elementary School
1660F,S,H	Introduction to Empirical Research in Education
1666F,S,H	Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the advisor's approval and should take into account the student's background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELING

For full details of this program, see page 34 in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

The Ed.D. program in Applied Psychology is designed to develop highly competent persons for leadership in establishing and improving counseling and psychological consulting services in the schools. Graduates of this program will be prepared to assume positions as faculty members in colleges and institutes of education, to work with school systems as directors and coordinators of guidance, and to act as specialists in in-service training and as staff members in agencies offering psychological services. The emphasis of this program is on developing skills in the application of knowledge from theory and research to practical counseling problems.

Departmental Requirements

In addition to the general requirements of Doctor of Education programs stated on pages 26 and 27, the Department of Applied Psychology specifies the following:

(*a*) The applicant must hold an M.Ed. degree with specialization in guidance and counseling from the University of Toronto or an equivalent degree.

(*b*) The applicant must have had successful experience in a position as a counselor or in a related position for a minimum of two years.

In addition, the department will give greater priority to students who intend to enroll as full-time students in the fall of the year following their application. Occasionally, students may be admitted to the Ed.D. program who intend to study part time prior to their year of full-time residence. These cases may be considered by the department depending on the program enrollment.

The Ed.D. program in Applied Psychology necessitates one year of residence at OISE (one academic year of full-time study), plus one year of full-time internship. Normally, Ed.D. students on study leave from their respective school boards may be eligible to return to their previous educational settings provided adequate arrangements can be made for full-time counseling internships. Students who are not returning to educational settings of previous employment may choose to engage in an internship arranged by the department; however, under this arrangement there is no guarantee of full-time employment compensation.

A minimum of eight half-courses are required for the degree; however, additional courses may be required depending upon the particular nature of previous academic study. Six half-courses constitute the maximum load for a full-time student in the Regular Session. The remaining courses could be undertaken either in the previous or in the succeeding Summer Session or on a part-time basis during the following academic years within the time limit for completion of the degree.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the second year and other part-time practicums during the regular academic year will be planned to supplement course work, to help students integrate theory with practice, and to provide some specification appropriate to the student's major interest.

Particular emphasis will be placed on the internship experience of the student in the second year. Students will be expected to engage in activities related to their area of specialization such as counseling activities, organizational development work, consulting work, supervisory duties, small-group work, in-service training, and community development work. In fulfilling the requirements of the internship, students will be expected to engage in specified activities under supervision and will be expected to undertake certain projects and seminars.

The Ed.D. thesis will report the results of a study which might address theoretical issues applicable to counseling concerns and practice, or which might focus directly on the exploitation of knowledge to aspects of counseling in educational institutions.

Program of Study for the Ed.D. in Applied Psychology

(*a*) A major, comprising:

3215F,S,H	Seminar in Counseling Psychology: Part I
3216F,S,H	Seminar in Counseling Psychology: Part II
3217F,S,H	Practicum in Counseling Psychology
3218F,S,H	Research Seminar in Counseling
3252F,S,H	Individual Reading and Research in Applied Psychology: Doctoral Level

The last course is to be offered as a special reading course designed for each individual student in accordance with that student's approved course of study in the Ed.D. program in Applied Psychology. This individual reading course should deal with issues in Counselor Education and the Counselor in the Schools. Special attention should be given to developing skills in training counselors, group leaders, consultants, and change agents in the schools. This may be either for a half-course or a full-course credit, depending on arrangements.

(*b*) A minor, comprising two or three half-courses beyond the major to be chosen by the student in consultation with the advisor. These courses should constitute a minor area of concentration that is closely related to the student's professional skills in counseling.

Suggested minor areas of concentration are:

Educational Psychology
School Psychology
Statistics and Research
Social Psychology
Group Processes
Sociology in Education

(*c*) A one-year supervised internship in counseling to be undertaken during the second year of the program.

(*d*) A doctoral thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counseling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members in agencies offering psychological services; to function as counseling psychologists on the staff of counseling centers in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

The admission requirements are similar to those for the Master of Arts degree with specialization in Applied Psychology (Educational Psychology Option). The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic year, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

First Academic Year

The program for the first academic year in attendance requires enrollment in the following courses unless their equivalents have been completed.

3215F,S,H	Seminar in Counseling Psychology: Part I
3216F,S,H	Seminar in Counseling Psychology: Part II
3217F,S,H	Practicum in Counseling Psychology
3224F,S,H	Individual Personality and Educational Assessment: Part I
3225F,S,H	Individual Personality and Educational Assessment: Part II
3666F,S	Intermediate Statistics and Research Design

Second and Third Academic Years and Summers

In addition to the doctoral thesis and other requirements for the Ph.D. degree described on pages 27 to 28, the program for the second and third years consists of the following:

(*a*) Recommended courses:

1215H	Seminar: Group Processes
1228F,S,H	Individual and Group Psychotherapy for Counseling: Part I
1229F,S,H	Individual and Group Psychotherapy for Counseling: Part II
3218F,S,H	Research Seminar in Counseling

(*b*) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.

(*c*) A second minor, ordinarily consisting of one full course taken outside the Institute in some other department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 7.

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psycho-educational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree, with a concentration in Psychology. Graduates with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

The program normally requires a minimum residence period of two academic years.

The following is a list of the normal requirements, within which the student and the advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(*a*) The School Consultant Program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis.

(*b*) The twelve half-courses to be selected will comprise a maximum of eight required half-courses and a minimum of four half-course options, selected as follows:

- All students are ordinarily required to take 1211Y, Seminar and Practicum in School Psychology (two half-course credits), and 1216F,S,H, Psycho-Educational Appraisal.
- 1666F,S,H Elements of Statistics Many students will be excused from taking this course because of their having satisfactory substitutes already on their university records.
- The student must also choose at least four half-courses from the following list, in order to gain theoretical and practical competence in the area of behavior management:

1217F,S,H	Theories of Behavior Modification
1222F,S,H	Behavior Modification Techniques, with Practicum
1224F,S,H	Psychopathology of Childhood
1225F,S,H	Practicum in Diagnostics and Psychotherapy. This will provide a practicum in diagnostics and/or psychotherapy for a limited number of school psychology students who are also enrolled in 1224F,S,H
3217F,S,H	Practicum in Counseling Psychology
3223F,S,H	In-service Training and Teacher Consultation

Students may fulfill the remainder of their program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which they have the prerequisites, and in which there are places. Students may also choose to take OISE courses outside the Department of Applied Psychology.

(*c*) There are a few restrictions concerning the choice of optional courses:

- A maximum of two OISE courses may be

chosen from outside the Department of Applied Psychology.

- Not more than two individually arranged 1252F,S,H courses may be taken by each student. This is a reading course that student and professor plan together on an individualized basis.
- Students must take at least twelve half-courses at OISE, but, if their background permits, they may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see pages 7 and 8.

This program is intended to prepare a person to help in the solution of practical psycho-educational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in a position of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to a two-year doctoral program.

The combined master's and doctoral program normally requires a minimum residence period of four academic years.

The following is a list of the normal course requirements, within which the student and advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements:

First Year
A student accepted into the first year of the Ph.D. program will normally have already earned a master's degree in Applied Psychology, with an acceptable master's thesis at another university. The year's program will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Note: Students entering the first or second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211Y, Seminar and Practicum in School Psychology. In such cases, course 3202F,S,H will be taken in the third year of the program.

Second and Third Years
(*a*) A major:

3202F,S,H	Advanced Practicum in School Psychology
3666F,S,H	Intermediate Statistics and Research Design, to be arranged with advisor, if appropriate
3205F,S,H	Research Methods in School and Community Psychology
3219Y	Advanced Seminar and Internship in School and Community Psychology. (The supervised internship in a school and/or

community setting will require a minimum of three days per week.)

Plus two half-courses from the 3200 series in Applied Psychology.

(*b*) A first minor, to be selected from the following:

COUNSELING:

3215F,S,H	Seminar in Counseling Psychology: Part I
3216F,S,H	Seminar in Counseling Psychology: Part II
3217F,S,H	Practicum in Counseling Psychology

DIAGNOSTICS AND PSYCHOTHERAPY:

1224F,S,H	Psychopathology of Childhood
1225F,S,H	Practicum in Diagnostics and Psychotherapy

BEHAVIOR MODIFICATION:

1217F,S,H	Theories of Behavior Modification
1222F,S,H	Behavior Modification Techniques, with Practicum

LEARNING AND COGNITIVE PROCESSES:

3200F,S,H	Research Seminar on the Cognitive Processes in Education
3209F,S,H	Psycholinguistics: Language, Thought, and Instruction

MOTIVATION:

1207F,S,H	Motivation in Educational Contexts
3212F,S,H	Motivational Contexts and Learning

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:

3214F,S,H	Central Nervous System Information Processing and Children's Learning
3285F,S,H	Research Seminar: Children with Special Learning Disabilities

SOCIAL PSYCHOLOGY AND EDUCATION:

1209F,S,H	Seminar: Social Psychology and Education
3210F,S,H	Research Seminar in Social Psychology in Education

TEACHING STRATEGIES AND CONSULTATION SKILLS:

3222F,S,H	Analysis of Teaching Strategies
3223F,S,H	Inservice Training and Teacher Consultation

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(*c*) A second minor, consisting of a full course, or two half-courses, taken outside OISE in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

A thesis is required.

---

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. Further information about this degree will be found on page 24.

The following are examples of special purpose programs which emphasize particular areas of interest.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON EARLY CHILDHOOD EDUCATION

Through the Master of Education for Special Purposes, students may develop a focus on Early Childhood Education within the Educational Psychology division of the Department. The program consists of a core of three required half-courses:

1200F,S,H	Introduction to Educational Psychology
1201F,S,H	Child and Adolescent Psychology
1241F,S,H	Methods of Early Education and Child Care

plus optional courses in early childhood education and related areas in Applied Psychology and other Departments, drawn from a list of relevant offerings on file with the program advisor.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this program is to help prepare students operating in a multicultural school environment. The academic and practical training will be interdisciplinary in nature. Students will be permitted to take graduate courses related to multicultural studies in OISE and in other departments of the University of Toronto.

Dr. Aaron Wolfgang will be the Coordinator and Dr. S. B. Kent Henderson the Assistant Coordinator of this program.

Students would be required to take the following courses:

1212F,S,H	Psychological Aspects of Counseling and Teaching New Canadians/*A. Wolfgang*
1252F,S,H	Individual Reading and Research in Applied Psychology: Master's Level/ *A. Wolfgang, S. B. K. Henderson, J. Quarter,* and *S. Miezitis*

Two courses from the following:

1428F,S,H	Immigrant and Ethnic Concerns in the History of Canadian Education/ *H. Troper*
1903F	The Sociology of Minority Groups in Canadian Education/Staff
1336F,S,H	Psychology of Second-Language Learning/ *M. Swain*
1337F,S,H	Bilingual Education and Bilingualism/*M. Swain*
1380F,S,H	Minority Groups and Cultural Determinants of the Curriculum: A Colloquium/*G. McDiarmid*
1659F,S,	Evaluation of Current Issues in Ontario Education/*V. D'Oyley*
SOC2022F	Race and Ethnic Relations I/*R. Breton*
SOC3022S	Race and Ethnic Relations II/*R. Breton*

(The last two courses are available at the University of Toronto Graduate Department of Sociology.)

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enroll in a maximum of two half-courses. In exceptional cases, a student may enroll in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff, Summer Session and Regular Session

1201F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin, Summer Session and Regular Session

1202F,S,H THEORIES AND TECHNIQUES OF COUNSELING

An appraisal of current theories of counseling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.

Full-time Guidance and Counseling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counseling are requested to take 1260F,S,H before enrolling in 1202F,S,H.
L. E. Pass and staff, Summer Session and Regular Session

1203Y PRACTICUM IN COUNSELING

Sequenced skill training, including extensive counseling simulation with video feedback, followed by closely supervised counseling experience in a field setting.

In addition to class hours, Guidance and Counseling students are required to participate in a one-day practicum experience in such settings, while Adult Education and Counseling students must spend two full days in such settings. Such practica for all full-time students and many part-time students are specially arranged by the Department. However, it is possible for part-time students in Guidance and Counseling to arrange their practica in the schools or in settings in which they are working if they so wish.

Prerequisite: 1202F,S,H.
Non-counseling students require the permission of Dr. J. Weiser.
M. Guttman, L. E. Pass, and *J. Weiser,* Summer Session and Regular Session.

1204F,S,H PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counseling and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.
S. B. K. Henderson, Summer Session and Regular Session

1205F,S,H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.
Staff, Summer Session and Regular Session

1206F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of aspects of human cognition and their relevance to the conduct of a class. This includes theories of pattern recognition and reading, attention,

memory, thinking, and language.
S. Palef, Regular Session

1207F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
S. B. K. Henderson, Summer Session and Regular Session

1208F,S,H SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.
Staff, Regular Session (not offered in 1977/78)

1209F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.
J. Quarter, Regular Session

1211Y SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.
R. J. Friedman, S. Miezitis, H. G. Narrol, M. Orme, and *O. Weininger,* Regular Session

1212F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counseling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang, Regular Session and Summer Session

1215H SEMINAR: GROUP PROCESSES

This is a year-long advanced course for Ph.D. students in Counseling Psychology; other students may be admitted with the permission of the instructor. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counseling practice.
M. Guttman, Regular Session

1216F,S,H PSYCHO-EDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.
R. Friedman and *S. Miezitis,* Regular Session and Summer Session

1217F,S,H THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. A humanistic behavior modification system, including factors of attention, emotion, communication, and cognition, will be developed and explained. The application of these approaches within the educational system will also be discussed.

Prerequisite: Permission of the instructor.

H. G. Narrol, Regular Session and Summer Session

1222F,S,H BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisites: 1217F,S,H or equivalent, and permission of the instructor.

H. G. Narrol, Regular Session

1224F,S,H PSYCHOPATHOLOGY OF CHILDHOOD

Consideration of the meaning of atypical behavior in children, focusing on its origin, characteristics, social and educational consequences, and amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.

O. Weininger, Regular Session

1225F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: Permission of the instructor.

R. J. Friedman, Regular Session

1226F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.

Staff, Regular Session

1227F,S,H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to give both staff and students in Applied Psychology a better firsthand knowledge of problems and issues identified by schools and school system staff. Specifically, first-year educational psychology students will establish a dialogue with a school (teacher, resource staff, and principal) under the supervision of the faculty person responsible for 1227F,S,H. In order to facilitate this dialogue, students will be given an intensive introduction to all levels of school functioning by participating with school system staff in day-to-day activities.

P. Gamlin and staff, Regular Session

1228F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELING: PART I

This course will critically examine several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. Selected models will be compared, contrasted, and related to relevant psychological literature. Methods and techniques will be considered but development of skills will not be emphasized. For students other than School Psychology and Counseling Psychology majors, permission of the instructor is required.

J. Weiser, Regular Session

1229F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELING: PART II

This course is a continuation of 1228F,S,H with an emphasis on developing skill in using the methods and techniques derived

from contemporary models of psychotherapy.
J. Weiser, Regular Session

1230F,S,H PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructors.
M. Levin and *E. V. Sullivan,* Regular Session

1234Y INTRODUCTION TO THE PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES

Pertinent educational issues are presented for examination from various psychological perspectives. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.
J. Quarter, Regular Session

1235F,S,H RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff, Summer Session and Regular Session

1236F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE

This course is intended to help those involved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of individual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of the effect of attitude and personality on innovativeness will be included.

The course is designed for teachers, resource personnel, and administrators already involved in the process of curriculum innovation. Students will be required to examine some aspect of their own work toward educational change in the light of the concepts studied.
C. Nash, Regular Session

1241F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
W. Fowler, Regular Session

1252F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELING

Philosophical issues related to guidance and

counseling decisions are debated, discussed, and evaluated. Counseling theories are evaluated and related to elementary and high school situations. Counselor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counseling are discussed, and students actually design experiments for potential use in investigating counseling problems, or for programs related to their jobs. The impact of nonverbal communication on the counselor-student relationship is examined.
A. Wolfgang, Summer Session and Regular Session

1261F,S,H GROUP WORK IN COUNSELING

Presentation of models of group work processes, as well as of current theory applicable to group work in counseling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
V. Renner, J. Weiser, and *A. Wolfgang,* Summer Session and Regular Session

1262F,S,H ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff, Summer Session

1266F,S,H THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.
Staff, Summer Session and Regular Session

1267Y ADVANCED PRACTICUM IN COUNSELING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff, Summer Session

Research seminars at the doctoral level:
The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enroll in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge — how it is acquired, how it is represented in human memory, and how it is used. Topics include models of semantic memory, perception, reading, verbal and visual memory, aspects of language comprehension, question answering, simple problem solving, and learning. The topics are discussed in terms of their importance for educational theory and practice.
S. Palef, Regular Session

3201F,S,H THE DEVELOPMENT OF COGNITIVE COMPETENCIES

This course is concerned with the development of intelligence as a specialized mode of thought, and with the role that literate uses of language and formal schooling play in that development. A variety of theoretical perspectives will be

brought to this problem: (1) the development of art, science, and literature, that is, the cultural-historical perspective, (2) the development of patterns of competence in widely different cultural environments, that is, the anthropological-psychological perspective, (3) the cognitive developmental perspective, and (4) the individual differences perspective.
D. Olson, Regular Session

3202F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211Y practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211Y.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger,* Regular Session

3203F,S,H PSYCHOLOGICAL DIMENSIONS OF MORAL DEVELOPMENT

The purpose of this course is to introduce the advanced student in educational psychology, school psychology, counseling, philosophy, curriculum, and related disciplines to psychological dimensions within the area of moral and value development. A variety of theories will be summarized and evaluated (e.g., social-learning, cognitive, developmental, psychological). There will also be discussions concerning the relation of moral issues to contemporary literature. Evaluation of programs in the area of moral education will be considered in the course.
E. V. Sullivan, Regular Session

3204F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyze the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete, ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of applied psychology with an emphasis on their role as a psychological professional. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan, Regular Session

3205F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.
M. Orme, Regular Session

3206F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included, also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant and/or preschool programs.
W. Fowler, Regular Session

3207F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.

P. Gamlin, Regular Session

3208F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts and each part will be covered by either of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.

S. Miezitis and *O. Weininger,* Regular Session

3209F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.

D. R. Olson, Regular Session

3210F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching-learning process and how such an analysis can facilitate liaison between psychology and education and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.

D. Hunt, Regular Session

3211F,S,H SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course deals with various perspectives of education achievement, including the functional view of achievement, the anti-achievement ethic, and humanistic achievement. Institutions supporting the various perspectives will be analyzed in order to integrate ideas with education practice.

J. Quarter, Regular Session

3212F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.

S. B. K. Henderson, Regular Session

3213F,S,H RESEARCH SEMINAR IN MOTIVATION IN EDUCATION

Prerequisite: 3212F,S,H.

Staff, Regular Session (not offered in 1977/78)

3214F,S,H CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING

The relation between sensory incoming impulses on the early development of intellectual and cognitive abilities. An understanding of the storage and interaction of existing and incoming information on later cognitive growth, and a study of the ''evoked potential'' as a measure of general intelligence.

O. Weininger, Regular Session

3215F,S,H SEMINAR IN COUNSELING PSYCHOLOGY: PART I

For students in the Ph.D. and Ed.D. programs in Counseling Psychology. Theories of counseling and therapy are examined.
V. Renner and *J. Wine,* Regular Session

3216F,S,H SEMINAR IN COUNSELING PSYCHOLOGY: PART II

A. Wolfgang and staff, Regular Session

3217F,S,H PRACTICUM IN COUNSELING PSYCHOLOGY

Prerequisite: Permission of the instructor required of all non-Counseling Psychology students.
C. M. Christensen and staff, Regular Session

3218F,S,H RESEARCH SEMINAR IN COUNSELING

A weekly seminar to explore research issues in counseling. Students will analyze and redesign key studies in the counseling literature. Each student will complete a thorough review of a particular counseling research area and will design a study or research program based on the review. It is expected that the review and research design will serve as the basis for a dissertation proposal for many students.
J. Wine, Regular Session

3219Y ADVANCED SEMINAR AND INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY

A weekly seminar to discuss cases and theoretical issues related to the students' internship placement in school and/or community settings. Various theoretical models (psychodynamic, social learning theory, etc.) involved in diagnosis and therapy will be included. The internship involves supervised experience appropriate to the requirements of the school or community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, the student will also be involved in a teaching assistantship.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger,*
Regular Session

3220F,S,H ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analyzed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.
C. Bereiter, Regular Session

3221F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Issues such as the requisite skills necessary for children to understand oral, written, literal, and metaphorical information will be explored. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.

Prerequisite: Permission of the instructor.
P. Gamlin, Regular Session

3222F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modeling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.
M. Orme, Regular Session

3223F,S,H IN-SERVICE TRAINING AND TEACHER CONSULTATION

Rationale and techniques of classroom interaction analysis: theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis, Regular Session

3224F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.
R. Friedman, Regular Session

3225F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
R. Friedman, Regular Session

3226F,S,H PHENOMENOLOGICAL METHODS IN PSYCHO-EDUCATIONAL RESEARCH

The purpose of this course is to provide students with a more extensive offering of research strategies which reflects some recent developments in psychological theory and research. The course will not emphasize quantitative statistics, but rather a discussion of alternative strategies of research where distribution statistics would be inappropriate. Analyses of autobiographical and biographical materials, case study, participant observation, and other types of idiographic studies will be emphasized with a view to their potential contribution to educational research and methodology. This course would be appropriate for students in all dimensions of applied psychology. The course is not an alternative to the analysis of quantitative methods and an assumed prerequisite of this course is at least one course in quantitative methodology (e.g., 1235F,S,H, 1660F,S, 3205F,S,H, 3666F,S.)
E. V. Sullivan, Regular Session

3230F,S,H DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY

A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter, Regular Session

3235F,S,H QUANTITATIVE METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

The aim of the course is to provide a

conceptual basis for and discussion of the principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of approaching research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental work, the choice being dependent on the interests of the students taking the course.
Staff, Regular Session (not offered in 1977/78)

3240F,S,H PROJECTIVE TECHNIQUES

An advanced course in verbal and nonverbal projective techniques.
O. Weininger, Regular Session

3241Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

Prerequisite: Students wishing to take Dr. Weininger's section must have completed 1224F,S,H. Students taking Dr. Friedman's section must have completed 1225F,S,H.
O. Weininger and *R. J. Friedman,* Regular Session

3252F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252F,S,H but at the doctoral level.

3252F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: PLAY AND EDUCATION

A series of seminars dealing with the definition of the term "play," its relation to the educational process of the young child, specifically in terms of project learning. The history of play will be examined in relationship to the various theories that have been advanced concerning the need children have to play; the functions of play, both in terms of infancy and early childhood development, and relating these functions to social, cognitive, physical, and emotional development. The seminars will also include information-giving processes to parents; relating play to the learning activities in early childhood education; the role of teachers; the classroom environment; evaluation of play in a classroom setting.
O. Weininger, Regular Session

3266F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analyzed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in the Educational Psychology division of Applied Psychology; open to other doctoral students by permission of the instructor.
Staff, Regular Session

The following courses might also be of special interest to students in Applied Psychology:
Adult Education: 1106F,S,H
Curriculum: 1311F,S,H, 1313F,S,H, 1336F,S,H, 3311F,S,H
Measurement, Evaluation, and Computer Applications: 1503F,S,H, 1515F,S,H, 1520F,S,H, 3535S, 1677S, 1680F, 3637S, 3666F,S
Sociology in Education: 1906F

Curriculum

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor and Chairperson of the Department
(curriculum development; implementation and evaluation)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics, educational linguistics of English, sociolinguistics)

LEONARD BERK, *B.A. (Chicago)*
Lecturer
(learning in context; interactions among learner, subject matter, and milieu; interdisciplinary curriculum, particularly in the humanities; curriculum as politics)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; mathematics curriculum development)

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor
(curriculum decision-making, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A. Professor*
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

*BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teacher education; learning environments; theory of rhetoric)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(personal and social development of children; curriculum and school program development; process of change and innovation in schools)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Assistant Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies)

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

ANTHONY C. PARSONS, *M.A.Sc. (Waterloo)*
Lecturer
(design education)

KENNETH F. PRUETER, *Ed.D. (Harvard)*
Professor, and Head, OISE International Education Project
(programs in educational leadership and materials-exchange in developing countries; increasing Canadian teacher awareness and sensitivity to issues involved in international education and multiculturalism)

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor
(philosophy of communication and developing critical awareness of media,

emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; language development; curriculum program development; instructional materials development)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the relationship of conceptualization to practice in curriculum, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH *Ph.D. (Harvard)*
Professor, cross-appointed to the Department of Linguistic Studies, University of Toronto
(cognitive, perceptual, linguistic, and physiological factors underlying language comprehension, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor, and Director of the Modern Language Centre, cross-appointed to the Department of Linguistic Studies, University of Toronto
(languages; applied linguistics; psycholinguistics; language pedagogy)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Associate Professor
(psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of measurement and evaluation to curriculum)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

JOHN CLIPSHAM, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Northeastern Centre

HENRY G. HEDGES, *Ed.D. (Toronto)*
Professor, and Head, OISE Niagara Centre

JOHN MILLER, *Ph.D. (Toronto)*
Assistant Professor, OISE Northwestern Centre

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, OISE Northeastern Centre

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development and design, as well as examination of instructional stituations, practices, and materials used in formal and informal educational programs. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching. To deal with issues in specific subject areas, students may choose subject-area courses from other departments of OISE or the School of Graduate Studies, in addition to courses in the Department of Curriculum. Appropriate research skills are developed through course work within this department and in other departments of OISE.

The Department of Curriculum offers programs in four major areas: School Programs, General Curriculum, Curriculum Processes, and Language. Applicants may select their courses from within any one area or from several areas, although they are asked to indicate their area of primary interest at the time of application.

The *School Programs Area* includes arts and education, English education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses in various subject areas, as well as in other areas of the Department.

The *General Curriculum Area* approaches curriculum study using such general concepts as "curriculum commonplaces" (e.g., teacher, learner, subject matter, and milieu), and addresses important curriculum issues like the theory/practice relationship. This area includes both the introductory and general curriculum courses offered by the Department.

The *Curriculum Processes Area* deals directly with the improvement of the school curriculum. This area considers the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management.

The *Language Area* is concerned with language education, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 23 to 24. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for part-time study in Curriculum must submit (1) a score on the Miller Analogies Test (see page 7); (2) a carefully prepared statement indicating in some detail the applicant's career plans and reasons for wanting to undertake a program in Curriculum; (3) a single letter of reference from a university professor or other person in a positon to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

This program consists of eight half-courses as follows:

(*a*) 1300F,S,H Foundations of Curriculum Development;

(*b*) three other half-courses chosen within the Department of Curriculum;

(*c*) elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, or in another department of the School of Graduate Studies.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department offers some off-campus sections of Curriculum courses to people in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area.

Information and application materials for off-campus courses to be offered in the 1977/78 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 24).

The Department of Curriculum also offers an M.Ed. program emphasis in Early Childhood Education. This program consists of eight half-courses as follows:
(*a*) 1300F,S,H Foundations of Curriculum Development;
1308F,S,H (Section L0102) Accommodation of Curriculum Planning to the Needs of the Learner: Primary;
1311F,S,H Reading and Language Comprehension;
1365F,S,H Programs and Practices in Early Education;
(*b*) four half-courses selected within the Curriculum Department and/or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the program advisor, Dr. Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 24 to 26. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit a score on the Miller Analogies Test (see page 7). The two letters of reference referred to on page 2 should be solicited from university professors or other persons in a position to judge the applicant's scholarly promise at the graduate level.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification, otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program must undertake a minimum of half their course work in this department, including 1300F,S,H Foundations of Curriculum Development. The remainder of their course work may be selected from this department, from any other department of OISE, or from another department of the School of Graduate Studies with the approval of the student's program advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral level study, and who can normally conduct their thesis study on-the-job after completing the period of full-time residence study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D on pages 26 to 27.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 26 and 27 the Department of Curriculum specifies the following:
(*a*) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in curriculum or equivalent.
(*b*) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 8).
(*c*) Early in the application procedure, the applicant is contacted to arrange a series of interviews with faculty members.
(*d*) The applicant must have had at least three years of successful professional experience in education.

PROGRAM AND PATTERN OF STUDY

Each program of study consists of a minimum of eight half-courses, tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, commencing in January, July, or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining course work can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study are required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 27 to 28. In addition, those applying for the Ph.D. in Curriculum must submit a score on the Aptitude Test of the Graduate Record Examination (see page 8).

In addition to the major thesis and other requirements as described on pages 27 to 28, the normal pattern of study for this degree is as follows:
(*a*) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;
(*b*) a first minor in this or another department of OISE, consisting of two half-courses to be selected;
(*c*) a second minor consisting of a full course or two half-courses, normally in

some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in educational linguistics and second-language learning. Although most of the program is offered within the Department of Curriculum, it may be appropriate for students in this Centre to take some course work in the Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

1300F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the study of curriculum problems. Each of the several sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, obtainable from the Graduate Studies Academic Secretary of the Department of Curriculum, should assist the student and advisor in selecting the section that best suits the student's needs and interests.
Staff, Summer Session and Regular Session

1301F,S,H PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.
Prerequisite: Permission of the instructor.
R. Garry and staff, Regular Session

1302F,S,H INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
E. M. Regan, Regular Session

1304F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfill the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1305F,S,H TECHNIQUES FOR IMPROVING INSTRUCTION

A critical review of current approaches to analyzing teaching and an examination of theoretical literature on the concept of teaching.
B. Fillion and *B. Kilbourn*,
Regular Session (after hours)

1306F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course identifies strategies for (*a*) recovering consistent meanings for the complex curriculum objectives found in current guidelines; (*b*) sequencing

components toward the realization of those objectives; and (*c*) devising effective pedagogical schemes in relation to them. The strategies draw heavily upon major OISE applied research and curriculum development projects, and deal with both cognitive and affective objectives.
F. G. Robinson, Regular Session (after hours)

1308F,S,H (Section L0102) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.

Prerequisite: Permission of the instructors.
C. D. Carlow and *E. M. Regan,* Regular Session

1308F,S,H (Section L0103) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE AND SECONDARY

A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theater arts, second-language learning, and mathematics, depending upon the range of interests in the class.

Prerequisite: Permission of the instructor.
C. D. Carlow and staff, Regular Session (after hours)

1310F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session

1313F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).
M. Swain, F. Smith, and *B. Fillion,* Regular Session (after hours)

1315F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation, and the relationship of curriculum to classroom practices will be examined.
B. Fillion, Regular Session (after hours)

1316F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM

A variety of recent curriculum reforms in mathematics is studied. Their characteristics, trends, compatibility with theories and research relating to meaningful learning, cognitive maturity, and motivation are analyzed.
C. D. Carlow, Summer Session and Regular Session (after hours)

1317Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory, and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. H. Stern, Regular Session (alternate years; not offered in 1977/78)

1318Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
H. H. Stern, Regular Session (offered in 1977/78 and alternate years)

1319F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.
H. H. Stern and staff, Regular Session

1320F,S,H (Section L0102) SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Regular Session (after hours)

1320F,S,H (Section L0103) SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

The incorporation of the content, methods, and world view of science in the general education curriculum: realities and possibilities.

Prerequisite: Permission of the instructor.
D. A. Roberts, Regular Session (after hours)

1321F,S,H THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and either section of 1320F,H,S, or equivalent.
D. A. Roberts, Regular Session (after hours)

1322F,S,H (Section L0102) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching-learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of "the new social studies."
Staff, Regular Session (after hours)

1322F,S,H (Section L0103) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focuses on Canadian studies, on social studies

curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.
Staff, Regular Session (after hours)

1323F,S,H SKILLS OF SOCIAL CRITICISM IN SOCIAL EDUCATION

A study of the concept of critical problem vision in students, that is, an awareness of the gaps between social ideals and social reality. The course examines the construction of a rationale for social criticism as an aspect of citizenship education. On the basis of a line of literature, research on teaching, and curriculum materials, practical skills of social criticism will be developed.

Prerequisite: Permission of instructor.
Staff, Regular Session (after hours)

1326F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
J. McInnes, Regular Session (after hours)

1327F,S,H (Section L0102) READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.
F. Smith, Regular Session (after hours)

1327F,S,H (Section L0103) READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
B. Fillion, Regular Session (after hours)

1330Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar, phonology, and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.
S. Lapkin, Regular Session (after hours)

1332Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.
J. P. B Allen, Regular Session (after hours)

1333Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focusing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1336F,S,H PSYCHOLOGY OF SECOND-LANGUAGE LEARNING

Theories and research of first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of

concepts such as interlanguage, transitional competence, and approximative systems. The roles of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.
M. Swain, Regular Session (alternate years; not offered in 1977/78)

1337F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada–for English-Canadians, French-Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain, Regular Session (offered in 1977/78 and alternate years)

1340F,S,H AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development–leading to significant dimensions of elementary, secondary, higher, and adult or informal education–will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching-learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341F,S,H THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic theories of communication based on philosophy, psychology, social and cultural thought. In correlation with these basic theories, the aesthetics of filming and television and the dimensions of visual literacy will be examined. Examples of the great innovators in film and television production will be reviewed and assessed.

Prerequisite: 1340F,S,H or permission of the instructor.
F. B. Rainsberry, Regular Session

1342F,S,H FILM AND THE TEACHING OF THE HUMANITIES

An examination of the use and study of film and other electronic media in humanities education, as teaching aids, artistic productions, and sociolinguistic phenomena. The concept of the humanities, the place of film in humanistic studies, critical approaches to film study, and various teaching procedures will be discussed and analyzed.
B. Fillion and staff, Regular Session (after hours)

1343F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course entails an examination of major works in the philosophical, aesthetic, and social foundations of the humanities in their several aspects of literature, poetry, music, and fine arts, with special emphasis on their implications for curriculum development and classroom instruction.
F. B. Rainsberry, Regular Session

1345F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1347F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical, psychological, and ethnological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of drama as both a subject and a method.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1348F,S,H ARTS & EDUCATION: DRAMA, ETHNOLOGY, AND EDUCATIONAL PROCESS

This course will examine cultural and educational determinants of the dramatic and artistic life of societies, with specific reference to Canadian Indians. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1349F,S,H ARTS, CULTURE, AND EDUCATION

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
R. Courtney, Regular Session (after hours)

1352F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focusing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enroll in 1352F,S,H is expected to draw up a proposed plan of study, deliver one copy of this proposal to the faculty advisor, and deliver a second copy to the instructor with whom the course is to be taken.

Prerequisite: Approval by both individuals specified above.
Note: Course 1352F,S,H will not be approved on a student's Program Planning Sheet until the conditions specified above have been met.

1352F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DESIGN EDUCATION

An examination of problems and issues in Design Education, with special emphasis on their relevance to curriculum. There will be a review of current research in Design Education based on a study of the impact of design on human development with specific reference to the visual and plastic arts,

industrial arts, social studies, and the environment.
A. C. Parsons, Regular Session (after hours)

1352F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be addressed to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.
M. Wahlstrom, Regular Session

1355F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly, Summer Session

1360F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.

Prerequisite: Knowledge of descriptive statistics and elementary testing concepts or permission of the instructor.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1365F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1370F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.
J. A. McInnes, Regular Session (after hours)

1378F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.

J. Weiss, Regular Session (after hours)

1379F,S,H KNOWLEDGE AND THE SCHOOL CURRICULUM

The course explores the epistemological foundations of the disciplines as they are reflected in secondary school subject-matter areas, and is oriented, in part, toward the development of integrated courses of study in the curriculum.

Prerequisite: Permission of the instructor.

B. Kilbourn, Regular Session (daytime)

1380F,S,H MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyze the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.

G. L. McDiarmid, Regular Session

1385F,S,H CURRICULUM DESIGN AND THE ARTS OF THE PRACTICAL

An introduction to the study of curriculum deliberation. Students will examine principles of deliberation as they appear in case studies of curriculum design and in conceptual treatments of deliberation in curriculum, law, and ethics. Application of these principles will be sought in the student's practicum activity and in a concurrent curriculum project to be conducted by the class.

Corequisite: Concurrent registration in the designated section of 1398F,S,H.

Prerequisite: Permission of the instructor.

L. Berk, Regular Session (after hours)

1398F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.

Staff, Regular Session

1399F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.

Staff, Regular Session

3300F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300F,S,H.

G. L. McDiarmid, Regular Session (offered as required)

3301F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.

Prerequisite: Permission of the instructor.

Staff, Regular Session (daytime)

3308F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analyzed, always with a view to articulating the relationship between

conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructors.
D. A. Roberts, F. M. Connelly, and staff, Regular Session

3309F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructors.
D. A. Roberts, F. M. Connelly, and staff, Regular Session

3310F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analyzing data.

Prerequisite: 1310F,S,H; 1311F,S,H; or 1313F,S,H.
Staff (offered as required)

3311F,S,H THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311F,S,H and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311F,S,H or permission of the instructor.
F. Smith, Regular Session

3313F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.
Staff, Regular Session (not offered in 1977/78)

3315F,S,H RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English education in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315F,S,H or permission of the instructor.
B. Fillion, Regular Session (daytime; offered as required)

3316F,S,H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination of recent research, theory, and practice related to the learning of mathematics at the elementary or secondary levels. Students will apply the insights from these sources to the development and critique of projects of interest.

Prerequisites: 1316F,S,H and a Project Proposal approved by the instructor.
C. D. Carlow, Summer Session (offered in Summer Session 1977 and alternate summers) and Regular Session (alternate years; not offered in 1977/78)

3319F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
H. H. Stern and staff, Regular Session

3320F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrollment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly and *D. A. Roberts* (offered as required)

3322F,S,H RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.
Staff, Regular Session

3330F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330Y or equivalent.
Staff, Regular Session

3332F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333Y or permission of the instructor.
J. P. B. Allen, Regular Session (daytime)

3340Y RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340F,S,H and 1341F,S,H.
F. B. Rainsberry, Regular Session (after hours; offered as required)

3346F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime; offered as required)

3352F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352F,S,H, but at the doctoral level.

3360F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focusing on evaluation and others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.

J. Weiss and *M. Wahlstrom,* Regular Session (daytime)

3380F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority group children and youth in school. Results of school-community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.

G. L. McDiarmid, Regular Session (offered as required)

3381F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical intentions in curricula are compared with subsequent consequences of schooling.

G. L. McDiarmid, Summer Session and Regular Session

Educational Administration

THOMAS R. WILLIAMS, *Ph.D. (University of Michigan)*
Associate Professor, and Chairperson of the Department
(Metropolitan Toronto study; decentralization in large school systems; trustee-administrator relationships; school community relationships; the principalship; the administrator as a mediator)

*LAWRENCE M. BEZEAU, *Ph.D. (Stanford)*
Assistant Professor
(economics, finance, and planning of education; social science research methodology)

BEVERLEY BROPHY, *Ed.D. (Toronto)*
Assistant Professor
(leadership development, evaluation of school personnel, elementary and secondary organization; organization theory)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

JOHN E. DAVIS, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Midwestern Centre
(organizational and professional development)

T. BARR GREENFIELD, *Ph.D. (Alberta)*
Professor
(organizational analysis, values, and action; organizational design; inventing and improving organizations)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

MARK HOLMES, *Ph.D. (Chicago)*
Associate Professor, and Coordinator of Field Development, OISE
(effect of the school, and internal school characteristics, on educational outcomes; values in education; planning for school change; school administration)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor, Acting Assistant Director, and Academic Services Officer, OISE
(systems analysis for educational management; programmatic thrust area - organizational process; applications of organizational theory; operations analysis and management systems)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Associate Professor
(analysis of quantitative and qualitative data; social context of education and its relationship to educational finance; dissemination and utilization of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

JOHN R. MCCARTHY, *M.A. (Columbia), LL.D. (McMaster), LL.D. (Queen's)*
Associate Professor
(provincial administration of education; role of provincial commissions, committees, and task forces; school finance, grants to school boards; school law; role of trustee, teacher, and administrator organizations)

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Assistant Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to organization

analysis; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, cross-appointed with the Ontario Council for Leadership in Educational Administration (OCLEA), Executive Director
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development)

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor, cross-appointed to Franco-Ontarian Studies
(grants to school boards; school costs; taxation for education; separate school organization; local and central control of education; school law)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(future context of education; legal context of Canadian education; intrapersonal and interpersonal experiences)

DORIS W. RYAN, *Ph.D. (Chicago)*
Associate Professor
(sociological and organizational studies, especially in secondary schools and postsecondary institutions; school board administration and decision-making)

J. GLENN SCOTT, *Ed. D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; open education; development of teacher organizations; politics of education; American Indian education; inner-city education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(program development and innovative education; alternative schools; understanding belief and value systems pertinent to education)

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

A single integrated program focused on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:
(*a*) experience as a school business official or in some other professional role in educational administration;
(*b*) two letters of recommendation;
(*c*) a promising score on the Miller Analogies Test (see page 7);
(*d*) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees of $70 for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:
(*a*) the core module, 1040F,S,H and 1041F,S,H;
(*b*) a specialized module, 1017F,S,H and 1031F,S,H;
(*c*) an elective module, normally including one half-course from the M.Ed. Human Relations courses - 1012F,S,H, 1023F,S,H, and 1024F,S,H - and one half-course from the Department of Educational Planning.

Students may enroll full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one regular session; on a part-time basis, in any combination of three regular or summer sessions. Some courses may be available off-campus.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practicing school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practicing administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 23 to 24, the department requires that, whenever possible, the two letters of reference (page 2) should be written by (*a*) an educational administrator for whom the applicant has worked, and (*b*) a professional colleague. Also, MAT scores are required for both part-time and full-time applicants (see page 7).

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take:
(*a*) a core module normally to be taken first in the student's program and consisting of:
1040F,S,H Administrative Problems I: The School
1041F,S,H, Administrative Problems II: The School in Society; and
(*b*) one half-course in human relations selected from:
1012F,S,H Clinical Analysis of the Administrative Process
1023F,S,H Interpersonal Relations in School Systems
1024F,S,H Clinic in Administrative Relationships; and
(*c*) five elective half-courses, at least one of which must be taken in educational administration; for a total of eight half-courses.

Students lacking teacher training and

experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(*a*) Policy Development and Politics of Education
(*b*) Economics, Finance, and Business Management of Education
(*c*) Management of Human Resources in Education
(*d*) Administration of Postsecondary Institutions
(*e*) Social Context of Educational Administration
(*f*) Program Development and Evaluation in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that courses in the M.A., Ph.D., and Ed.D. programs are not normally open to them since they require full-time study or, at least, attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enroll, part time or full time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION
(M.Ed. students only)

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1977 Summer Session will be available from the Office of the Coordinator of Graduate Studies on February 1, and on April 15 for the after-hours program in the 1977/78 Regular Session.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practicing educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 26 to 27, the Department of Educational Administration specifies the following:

(*a*) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(*b*) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by at least one letter of reference from a senior administrator under whom the applicant has functioned, commenting on the applicant's

- achievement in identifying and solving educational problems;

- ability to work with people;
- leadership style;
- awareness of current social and educational issues.

(*c*) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

(*d*) After an initial screening, applicants will be interviewed by a selection team.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(*a*) the Ed.D. core module, which consists of three half-courses - 3040F, 3041F, and 3042F - that apply theoretical and practical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(*b*) Option Module A, which consists of two half-courses that offer the student an opportunity for advanced study in an area of concentration to be approved by the faculty advisor;

(*c*) Option Module B, which consists of either:

- a two half-course internship (3044S and 3045S) and one half-course elective (to be taken outside the Department of Educational Administration), or
- a half-course internship (3044S); two half-course electives (one of which will be from outside the Department of Educational Administration);

(*d*) a thesis.

A student's program of study will normally begin in the Fall term with the three courses of the Ed.D. core module. During the Spring term the student will take Option Module B. Option Module A will generally be taken during the summer after the year of residence, or may be completed after hours during a Regular Session outside the year of residence, thus completing the eight half-courses required for the degree.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (This is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This specialization prepares students in the analysis and design of educational organizations. An integrated program of study leads first to the M.A., with the possibility of continuing into the Ph.D. program. The program is suited to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. Teaching or administrative experience is recommended but not required for admission. The program is designed for students who have a commitment to education and to the task of improving schools through theory and research.

DEPARTMENTAL REQUIREMENTS

The program is available to students only through full-time study. Students must also meet the general admission requirements for M.A. and Ph.D. programs as described on pages 24 to 26. Normally students will begin the program with studies leading to the M.A., but students with appropriate training and background may enter Ph.D. studies on the recommendation of the department. Because the program design integrates both credit and non-credit experiences, satisfactory completion of all program elements, as judged by the M.A. - Ph.D. team, is required.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:

1001Y	Seminar in Educational Organization and Design
1002F,S,H	Social Science Seminar
1003F,S,H	Research Methodology Seminar
1666F,S,H	Elements of Statistics, or
1520F,S,H	Processing Educational Research Data

In addition, one half-course option; a research and development apprenticeship; and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

Throughout the program, students will undertake clinical observation and work within school settings. Opportunities for development of students' interpersonal and group process skills are also provided.

The second year is similar to the first, and includes:

3001Y	Advanced Seminar in Educational Organization and Design
3002F,S,H	Advanced Social Science Seminar
3666F,S	Intermediate Statistics and Research Design
3901S	Sociological Field Research Methods in Education

In addition, two half-course options, an apprenticeship, an internship, and a second independent paper are required.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, an internship, and a thesis.

Courses 1001Y and 3001Y and half-courses 1002F,S,H and 3002F,S,H constitute the student's major in Educational Administration; 1003F,S,H, 1666F,S,H, and 3666F,S constitute the first minor; and the optional studies constitute the second minor. The remaining portions of the program do not carry course credit, though they are required by the department.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001Y SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Administrative and organizational theory is applied to the analysis of fundamental questions regarding the purposes, functions, and forms of educational organization. The questions identified in this course are selected to shape inquiry throughout the M.A. - Ph.D. program.
T. B. Greenfield, M. A. Levin, and staff, Regular Session

1002F,S,H SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content and methodology from such fields as economics, political science, psychology, sociology, and anthropology are applied to problems related to educational organization and design.
A. F. Brown and staff, Regular Session

1003F,S,H RESEARCH METHODOLOGY SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will be addressed to student needs developing from their involvement in apprenticeships, assistantships, and internships.
S. B. Lawton and staff, Regular Session

1012F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies, simulation materials, and field experiences are used as bases for the analysis and development of action

proposals dealing with administrative problems.
Staff, Summer Session and Regular Session

1016F,S,H PROGRAM ORGANIZATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
B. Brophy, J. E. Davis, M. A. Levin, and *R. I. Simon,* Summer Session and Regular Session

1017F,S,H EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
J. R. McCarthy and *E. B. Rideout,* Summer Session and Regular Session

1018F,S,H THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.
A. D. Selinger and *T. R. Williams,* Summer Session and Regular Session

1020F,S,H THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multimedia presentations, and simulated experiences are used to explore a variety of interdisciplinary topics - including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity (*a*) to develop a personal and professional orientation toward change, and (*b*) to apply this orientation to a self-selected educational problem from the real or an imagined world.
Staff, Regular Session (not offered in 1977/78)

1021F,S,H RETRIEVAL OF KNOWLEDGE IN EDUCATION

An introductory course in bibliographic research methodology in education. Its purposes are to develop in educational practitioners and researchers the skills to identify and clarify their information needs; to familiarize them with the variety and quantity of resources in education available to them; to teach them how to formulate research strategies to retrieve information effectively; to help them to choose from and evaluate resources from the vast quantities of information available. This course will be especially valuable to those involved in writing reports, theses, or Qualifying Research Papers.
Staff, Regular Session

1022F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to the students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with

reference to varying expectations for this role.
G. T. McLeod, D. W. Ryan, and *A. D. Selinger,* Summer Session and Regular Session

1023F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow (*a*) more accurate prediction of appropriate behavioral responses, and (*b*) suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
L. M. Bezeau and staff, Summer Session and Regular Session

1027F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The economic aspects of administering educational systems are analyzed through concepts from program budgeting, input-output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
L. M. Bezeau, Regular Session

1029H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff, and needs of students electing this course, it will cover the administration of any one of, or combination of, the following:
programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session

1030F,S,H THE LEGAL CONTEXT OF EDUCATION

An exploration of the interrelationships among legal doctrine, legal process, educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.
M. P. Robbins, Regular Session

1031F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
J. R. McCarthy and *E. B. Rideout,* Summer Session and Regular Session

1032F,S,H ADMINISTRATION OF COMMUNITY COLLEGES

Current administrative problems in

community colleges will be analyzed in the light of various administrative theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
D. W. Ryan and staff, Regular Session

1040F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organizational theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. Other topics may include patterns of program organization, non-grading, flexible scheduling, grading and reporting, open education, alternative schools, and program evaluation. The uses of research in identifying and solving problems in educational administration will be emphasized.
B. Brophy, A. F. Brown, G. T. McLeod, J. G. Scott, and staff, Summer Session and Regular Session

1041F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.
J. H. House, M. A. Levin, and *J. R. McCarthy,* Summer Session and Regular Session

1052F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1001Y, but at a more advanced level.

Prerequisite: 1001Y.
L. M. Bezeau and staff, Regular Session

3002F,S,H ADVANCED SOCIAL SCIENCE SEMINAR: EDUCATIONAL ORGANIZATION AND DESIGN

Content is similar to that of 1002F,S,H, but at a more advanced level.
R. I. Simon, Regular Session

3013F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four headings: (*a*) the structure of organizational behavior, (*b*) some dynamics of groups and individuals, (*c*) studies of interpersonal behavior in administration, (*d*) designing organizations for individuals.
A. F. Brown, Regular Session

3017F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input-output relations, theories of grants-in-aid, cost-quality relations, taxation for education, the budgetary process, automatic and nonautomatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal-provincial-local sharing of education costs, financing of long-term developments in education.
L. M. Bezeau, Regular Session

3018F,S,H THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local and provincial levels. Areas of study will include those introduced in 1018F,S,H, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
T. R. Williams, Regular Session

3020F,S,H ADVANCED SEMINAR IN EDUCATIONAL FUTURES

An advanced, in-depth consideration of some of the topics developed in course 1020F,S,H. Seminar students assist in planning the agenda for the course and have an opportunity to develop topics for independent inquiry or thesis research.

Prerequisite: 1020F,S,H, or 1935F, or permission of the instructor.
M. P. Robbins, Regular Session

3040F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I

3041F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II

3042F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III

These three seminars are designed to shape inquiry throughout the Ed.D. program. Included among the areas of study are: Organizational Theory and Application, Educational Issues and Policy Development, Politics of Education, Organizational Development, and Research and Development Techniques.

Ed.D. students must enroll in all three seminars concurrently.
J. G. Scott, B. Brophy, S. B. Lawton, J. R. McCarthy, G. T. McLeod, D. W. Ryan, and *T. R. Williams,* Regular Session

3044S INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
J. G. Scott, B. Brophy, J. R. McCarthy, G. T. McLeod, D. W. Ryan, and *T. R. Williams,* Regular Session

3045S INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044S.
J. G. Scott, B. Brophy, J. R. McCarthy, G. T. McLeod, D. W. Ryan, and *T. R. Williams,* Regular Session

3052F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

3052F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DISSEMINATION AND UTILIZATION OF KNOWLEDGE IN EDUCATION

This course will examine current theories and practices of knowledge dissemination and utilization in education, with particular reference to their use in meeting the needs of educational practitioners. Aimed at educational practitioners and researchers, the course will introduce them to recent developments in information delivery techniques from the viewpoint of the user; heighten their awareness of the complexity of information communication and the diversity of the parties involved; and help them to become effective ''knowledge linkers'' within the profession.

Prerequisite: 1021F,S,H or permission of the instructor.
Staff, Regular Session

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. program description:

Adult Education: 1100F,S,H, 1101F,S,H, 1105F,S,H, 1106F,S,H

Applied Psychology: 1215H

Curriculum: 1300F,S,H, 1301F,S,H, 1302F,S,H, 1305F,S,H, 1306F,S,H, 1308F,S,H, 1360F,S,H, 1378F,S,H, 3308F,S,H, 3360F,S,H

Educational Planning: 1700F, 1701Y, 1702F,S,H, 1704H, 1706F,S,H, 1715F,S,H, 1719S, 1721F,S,H, 3710F,S,H

History and Philosophy of Education: 1403F,S,H, 1417F,S,H, 1428F,S,H, 1434F,S,H, 1443F,S,H, 1456F,S,H, 3426F,S,H, 3427F,S,H, 3428F,S,H

Measurement, Evaluation, and Computer Applications: 1525H, 1610F, 1659F,S, 3610S

Sociology in Education: 1902F,S,H, 1903F, 1909F,S,H, 1929F,S,H, 1935F, 1960F, 1970F, 1972F, 3911F, 3930S, 3940S

Higher Education: 1803Y, 1807Y, 1809F, 1811Y

Educational Planning

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor and Chairperson of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed to Sociology in Education
(economics of education, particularly quantitative models for educational policy; theory; history and political economy of planning)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(public finance and educational policy; alternative policies for postsecondary education)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in local education authorities; school-community interaction; implementation of educational innovations; equity in school provisions; corporate strategy and long-range planning for local boards of education)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educational planning; Canadian socioeconomic history in relation to education in Canada and especially in Ontario)

*SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(operations research/systems analysis in educational planning; information systems and resource allocation structures for school board planning and decision-making)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(cybernetics and general systems theory for corporate planning and effective management in school boards and colleges/universities; administrative intelligence-information systems; model-building for educational planners; planning philosophy and management thought)

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(planning as a tool for social policy; forecasting techniques and planning methodology; manpower planning for education, particularly supply/demand studies of the teacher force; enrollment projections)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(educational planning for developing nations; comparative and international education; planned social change in Canada; Indian and Innuit [Eskimo] education; UNESCO)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs undertaken on a full-time basis require attendance in the departmental seminar 1713H (non-credit) at the master's level, or 3713H (non-credit) at the doctoral level.

All full-time students beginning their programs during or later than 1976/77 are also required to take course 1752H (Individual Reading and Research in Educational Planning: Overview of the Field of Educational Planning) for credit.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make-up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in Educational Planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practicing planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 26 and 27, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(*a*) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.
(*b*) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.
(*c*) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, micro-planning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 27 and 28, work for this degree includes:
(*a*) a major in Educational Planning, consisting of four appropriate half-courses;
(*b*) a first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto;
(*c*) a second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

Note: The Department of Educational Planning is conducting a major review of its graduate instruction programs, which shall be completed by Spring 1977. The result of this review shall be a substantial alteration in course offerings. Students interested in undertaking a program in this department after that time are requested to write to the Department of Educational Planning for a full description of the revised course offerings and program requirements.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be canceled when enrollment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrollment. There will probably be more courses offered after hours in a given year than the calendar indicates.

1700F THEORIES OF MICRO-EDUCATIONAL PLANNING

An application of concepts of town planning, regional planning, and land use to school planning; an examination of the range of activities of a planning office; a study of the relationships of planning decisions to political decisions.
C. Watson and *F. G. Ridge,* Regular Session (after hours)

1701Y SCHOOL SYSTEMS: PLANNING PRACTICUM

The application of concepts of educational planning, town planning, and land use planning to the work of the school board planner. In this course students carry out a set of planning exercises which include such things as projecting enrollment and teacher supply/demand, preparing a long-range capital budget and annual operating budgets, estimating the effects of urban redevelopment, choosing school sites, and estimating the effects on a school system of proposed policy changes in the public sector. Subject to student demand the course will be given in two sections: (*a*) for students from Ontario or other parts of North America, (*b*) for overseas students. The latter will be required to obtain statistical and other data relevant to the countries for which they are planning.
C. Watson and *S. Quazi,* Regular Session (after hours)

1702F,S,H UNIVERSITY AND POSTSECONDARY SYSTEMS: PLANNING PRACTICUM

The application of planning and management theories to the work of a higher education planner employed either by the system or an institution. The student completes two large exercises in this course - either for the university or for the postsecondary system. They involve preparing long-term enrollment projections, estimating costs and the supply/demand of personnel, and studying the implications of such policy decisions as the siting of institutions, the allocation of programs, and the relations of the institutions with government, the economy, and the society.
C. Watson, B. L. Hansen, and *S. Quazi,* Regular Session (after hours)

1703F EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

This course deals with the relationship between education and economic activity at both the micro- and macro-level. Topics to be covered include the contribution of education to economic growth and individual earnings. Special references are made to the Canadian case.
M. L. Handa, Regular Session

1704H SYSTEMS ANALYSIS TECHNIQUES FOR EDUCATIONAL PLANNING

An introduction to Systems Analysis and related quantitative techniques for educational planning and rational decision-making. Topics to be covered include: systems theory, the systems approach, project planning and control techniques, linear programming, game theory, simulation techniques, Markov Chains, cost-effectiveness analysis, and Management Information Systems. Emphasis will be on concepts, structure, and applications of the techniques in the educational planning context. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.

Prerequisite: 1666F,S,H or equivalent, or permission of the instructor.
S. Padro, Regular Session (after hours)

1705F,S,H DEMOGRAPHIC METHODS FOR EDUCATIONAL PLANNING

An introductory course dealing with the problems, techniques, and methodology of demography. Topics include the relation of demographic factors to education; population measurement and prediction; population composition and structure; mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration, and of patterns of urbanization and location; the interrelationship of international migration with labor force and population growth; the relation of population to resources; population policy.
B. B. Macleod, Regular Session

1706F,S,H PUBLIC FINANCE AND EDUCATIONAL PLANNING

Public finance will be used as the frame of reference for studying allocation,

distribution, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J.W. Holland, Regular Session (after hours)

1707F EDUCATIONAL SYSTEMS MODELS

The main emphasis will be on the class of macro-models known as flow models, which will be studied intensively with respect to basic concepts, mathematical formulation, empirical estimation, and computational form. A model structure that uses Ontario data will be used by the students for the construction of example simulations. Other systems models used in educational planning, such as resource allocation models and institutional models, will also be discussed.
G. S. Tracz, Regular Session

1708F EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focuses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.
J. P. Farrell, Regular Session

1709F,S,H THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session

1710S,H SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES FOR PLANNERS

An examination of divergent views on theoretical and practical issues and problems in education, which are relevant for educational planners, particularly those at the local level. Examinations are carried out using the systems approach and models of planning processes. Some issues to be examined: reorganization of the school year, community use of school facilities, individualized instruction, equality of educational opportunity, use of paraprofessionals in elementary and secondary schools, community involvement in the setting of school goals and programs, integration of exceptional children, and introduction of controversial programs, such as French instruction.
E. H. Humphreys, Regular Session (after hours; offered as required)

1712F MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, substitutability of different types of education and training, methods of forecasting manpower requirements, and the relationship between postsecondary education and manpower programs for adults.
M. L. Handa, Regular Session

1713H SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

This is a compulsory non-credit course to be taken by every full-time student as part of the academic program during each year of residence within the department. Since the seminar is a departmental activity, faculty members are also expected to attend regularly. The series of seminars includes presentations by visiting speakers, faculty, and students. The main object of the course is to provide a regular forum for academic discussion in the department.
Staff, Regular Session

1714F THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course outlines the history of economic and educational planning and presents a comparative view of current planning practices in selected countries. Canadian educational planning problems are then discussed in this historical and comparative perspective.
M. L. Handa, Regular Session

1715F,S,H METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
W. E. Alexander, Regular Session

1719S PLANNING THEORIES AND ISSUES IN COLLEGE AND UNIVERSITY MANAGEMENT

The aims of this course are to examine long-range planning issues and the effective use of all types of resources in colleges and universities, to explore current and developing administrative problems and ways of coping with them, and to review programs in developing and applying management methods and techniques to college and university planning and administration.

Topics planned for the course include: the financial crisis, utilizing physical facilities, costing, faculty workload, academic planning, internal governance, internal pricing, trends in faculty compensation, institutional models for university management institutional-system level relations, and university-government relations.
G. S. Tracz, Regular Session

1721F,S,H SOCIAL AND ECONOMIC INFLUENCES IN CANADIAN EDUCATION

An examination of historical and present-day social and economic influences in Canadian education, with special emphasis on the function of education within the Canadian economy; structural accommodation of education to social change throughout Canada's history; and provincial variations, with particular attention to Ontario.
B. B. Macleod, Regular Session

1752F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1752F INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: CYBERNETIC CONCEPTS AND GENERAL SYSTEMS THEORY IN EDUCATION

This course will be of interest to students of educational theory in general, and of educational planning in particular. It develops the meaning, content, and fundamental concepts of cybernetics – the science of control and communication in the man-machine interface – and of general systems theory, which attempts to develop unifying theories applicable to all sciences.

Practical applications of cybernetic and systems principles to problems in planning, management, administration, philosophy, psychology, instruction, and sociology of education will be studied in detail.
G. S. Tracz, Regular Session

1752H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: OVER-VIEW OF THE FIELD OF EDUCATIONAL PLANNING

This course, which is expected to be taken by all students in the department during the first year of their program, is designed to provide an introduction to, and an overview of, the general field of educational planning, and to acquaint new students with the particular interests, within the broad field, of departmental faculty. It is designed to provide a foundation for all other departmental courses taken concurrently with or subsequent to it.
Staff, Regular Session

3703F WORKSHIP: TOPICS IN THE POLITICAL ECONOMY OF EDUCATION

Each year a single theme is chosen, and students are invited to develop a topic related to that theme for discussion and analysis. Included among past themes have been: education and inequality, the political economy of education (using a socialist conceptual framework), and educational planning for disadvantaged groups in Canada.

Prerequisite: 1703F or equivalent.
M. L. Handa, Regular Session

3704S SEMINAR: MATHEMATICAL MODELS IN EDUCATIONAL PLANNING

The purpose of this course is to examine and evaluate applications of systems analysis and management-science techniques to the modeling of the planning process at various levels of the educational hierarchy (primary, secondary, and higher education). Recent developments in comprehensive quantitative approaches to educational planning problems will be reviewed and their potential for improving the reliability of forecasts and the information base in planning and decision-making, and for identifying the contribution of modeling efforts to educational policy analysis, will be discussed.
G. S. Tracz, Regular Session

3705F,S,H SEMINAR: ANALYSIS OF FERTILITY

This seminar will consider problems and methodology relevant to the study of fertility. Topics may include: trends and history for the West and for Canada; correlates of fertility and the demographic transition; cohort analysis; economic, social, ecological, cultural, legal, and biological variables affecting fertility; marriage and marriage patterns; fertility control; family size and planning studies; and fertility models.

Prerequisite: 1705F,S,H or equivalent.
B. B. Macleod, Regular Session (offered as required)

3706F,S,H SEMINAR: ANALYSIS OF MIGRATION

This seminar will consider problems and methodology relevant to the study of migration. Topics may include: theory or laws of migration; problems of migration statistics; the economic effects of migration; socioeconomic and demographic differentials; migration in relation to urbanization and the pattern of industrial location; social and demographic consequences of mobility; planned migration; and internal migration in various developed and developing countries.

Prerequisite: 1705F,S,H or equivalent.
B. B. Macleod, Regular Session (offered as required)

3707F,S,H SEMINAR: OPERATIONS RESEARCH FOR EDUCATIONAL SYSTEMS

Detailed study and analysis of selected

Operations Research techniques and their applications to educational planning. Topics include: mathematical programming, queuing theory, time series analysis, Monte Carlo techniques, and Systems Dynamics models of simulation.

Prerequisite: 1704H or equivalent. Mathematics prerequisites to be discussed with the instructor.

S. Padro, Regular Session (offered in alternate years; not offered in 1977/78)

3708F SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.

J. P. Farrell and *D. N. Wilson,* Regular Session

3710F,S,H SEMINAR: EDUCATIONAL PLANNING FOR SOCIAL AND ECONOMIC STRUCTURAL CHANGE

This course will deal with educational processes as determinants of social and economic structural change. Policies, methods, and techniques of educational planning will be reviewed in the context of their contributions to the control of conflict in organizations and the resolution of competition for a society's resources.

W. E. Alexander, V. R. D'Oyley, and *J. W. Holland,* Regular Session

3713H SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)

Description as for 1713H (non-credit), but at the doctoral level. Every doctoral student is expected to make at least one seminar presentation during the period of resident study.

Staff, Regular Session

3715F,S,H SEMINAR: ADVANCED DEMOGRAPHIC ANALYSIS

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705F,S,H or equivalent.

B. B. Macleod, Regular Session (offered as required)

3716F,S,H METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practicing researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analyzing large volumes of data from many countries. Particular attention will be paid to (*a*) the special analytical problems faced when using comparative data, and (*b*) the use of comparative data for testing propositions and developing theory in education.

D. N. Wilson, Regular Session

3721Y TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned on page 95.

Prerequisite: Permission of the instructors.

E. H. Humphreys and staff (offered as required)

3722Y TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721Y. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.

E. H. Humphreys and staff (offered as required)

3752F,S,H SEMINAR: INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752F,S,H, but at the doctoral level.

3752S INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: ORGANIZATIONAL CYBERNETICS FOR EDUCATIONAL PLANNING AND MANAGEMENT

This is an advanced seminar for research into recent advances in theoretical bases of general systems management and organizational cybernetics. Contributions by Ackoff, Ashby, Beer, Deutsch, Drucker, Miller, Vickers, Wiener, etc., will be reviewed, interpreted, and incorporated as they apply to corporate planning and effective management.

Participants will design cybernetic decisions systems in the institutional setting of school boards and colleges/universities. Impact of the emerging cybernetic culture on planning philosophy and managerial thought in society, in general, and educational jurisdictions, in particular, will be examined.

G. S. Tracz, Regular Session

The following courses might also be of special interest to students in Educational Planning:

Educational Administration: 1017F,S,H, 1030F,S,H

Measurement, Evaluation, and Computer Applications: 1520F,S,H, 1525H

Sociology in Education: 3930S

History and Philosophy of Education

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, and Chairperson of the Department
(philosophy of science; philosophy of language; theory of knowledge; philosophy of traditions; the history and philosophy of seventeenth-century science; social history in relation to educational issues in Canada)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, and Coordinator of Graduate Studies, OISE
(philosophy of values; social theory; moral education; theory of educational inquiry)

**DWIGHT R. BOYD, *Ed.D. (Harvard)*
Lecturer
(moral education; ethics; political philosophy; developmental education)

*WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies; Canada's relationship with the Third World; politics and ideology in Ontario)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history; philosophy of social science; social studies education; Canadian studies; moral development in penal reform)

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer, cross-appointed to Franco-Ontarian Studies
(European education and intellectual history; Modern France; the Renaissance)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Educational Administration
(program design, implementation and evaluation, problems in creating educational settings, alternative schools; school and community)

DAVID C. LEVINE, *Ph.D. (Cambridge)*
Assistant Professor
(social modernization and economic change; historical demographic and social structural analysis)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Assistant Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; education in nineteenth-century Ontario; history of American education; history of women and the family; history of women teachers)

*Coordinator of Ed.D. program in History and Philosophy, to whom inquiries concerning both the M.Ed. and Ed.D. programs should be directed.

**Graduate Studies Academic Secretary, to whom inquiries concerning M.A. and Ph.D. programs should be directed.

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed from Applied Psychology

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

JOHN A. ROSS, *Ph.D. (McMaster)*
Assistant Professor, OISE Trent Valley Centre

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education
M.A. in History and/or Philosophy of Education
Ed.D. in History and/or Philosophy of Education
Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within History/Philosophy of Education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an initial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in History or Philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education. This program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided History and/or Philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy programs offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in History and/or Philosophy by graduates from other universities. In certain cases, some additional course work or reading in History and/or Philosophy may be required.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in History and/or Philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Department of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in History and/or Philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.
(*a*) Three half-courses in History and/or Philosophy of Education.
(*b*) Two half-courses, or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.
(*c*) One elective half-course, normally, but not necessarily, taken in the Department of History and Philosophy of Education.
(*d*) A thesis.

Note: Any students planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the November convocation should plan their thesis research and writing so as to enable them to present the final draft of their thesis to their committee *not later than September 1*. This means that such students will need to work full time on the thesis during the summer months.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see page 26), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

The Ed.D. in this department is a highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:
(*a*) Four half-courses taken on a part-time basis prior to beginning full-time resident study.
(*b*) During the residence period, which is two consecutive academic terms, all Ed.D. students are required to undertake the Ed.D. seminar (two half-course credits) and two practica (each one half-course credit) under the guidance of individual faculty members.
(*c*) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focuses more directly on practical problems. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. Program (counting the one-year program for the M.A. as Year 1)
The Ph.D. degree requires three years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in History and/or Philosophy of Education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:
(*a*) two half-courses in History and/or Philosophy of Education;
(*b*) an outside minor consisting of two half-courses or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies;
(*c*) two elective half-courses, normally, but not necessarily, in History and/or Philosophy of Education;
(*d*) a thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

Courses in the Department of History and Philosophy of Education are identified by the first two digits, 14 or 34, of the course number. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or the doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrollments would preclude this.

1400F,S,H HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.
J. S. Hockley, Regular Session (after hours)

1401F,S,H HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: e.g., society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.
J. S. Hockley, Regular Session (after hours)

1402F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Problems of special interest to Canadians are considered in their European context: e.g., education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402F,S,H)
J. S. Hockley, Regular Session (after hours)

1403F,S,H HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H and 3403F,S,H.)
W. Brehaut, Regular Session (after hours)

1404F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut, Regular Session (after hours)

1406F,S,H HISTORY OF EDUCATION IN COLONIAL CULTURES

An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses.
Staff, Regular Session (after hours)

1407F,S,H HISTORY OF MODERN BRITISH EDUCATION

This course is concerned primarily with the political, social, and educational implications of the national (state) educational controversies that marked the nineteenth-century period in Britain, and the adjustments, revisions, and reforms that followed in the twentieth century.
Staff, Regular Session (after hours)

1409F,S,H EDUCATION, RADICAL CULTURE AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
Staff, Regular Session (after hours)

1410F,S,H HISTORY OF AMERICAN EDUCATION: THE COLONIAL PERIOD TO THE LATE NINETEENTH CENTURY

An exploration of American educational patterns, ideas, and practices, with special

emphasis on their origins in the European past and in the social, economic, and political history of the colonies and early republic, and on the nineteenth-century transition to universal schooling.
A. Prentice, Regular Session (after hours)

1411F,S,H HISTORY OF AMERICAN EDUCATION: THE NINETEENTH AND TWENTIETH CENTURIES
Issues in the modern history of American education. This research-oriented course will focus on the transition to modern educational practices in the United States, with special emphasis on the issues raised by the schooling of religious, racial, class, and ethnic minorities, the education of women, and patterns of educational reform.

Prerequisite: 1410F,S,H or permission of the instructor.
A. Prentice, Regular Session (after hours)

1412F,S,H EDUCATION AND CULTURAL CONTROVERSY
(Not offered in 1977/78)

1417F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION
Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.
Staff, Regular Session (after hours)

1419F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION
Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff, Regular Session

1420F,S,H SOCIAL HISTORY AND EDUCATION
This seminar will study the relationship between social historical developments and educational thought and practices. It will emphasize the ways in which teachers might develop curriculum using Canadian materials to study such issues as the relationships among literacy, crime, school attendance, immigration, economic development, industrialization.
I. Winchester and staff, Regular Session (after hours)

1422F,S,H THE FAMILY AND SEX ROLES IN HISTORY
The history of the family and of sex roles as these relate to the history of child-rearing and education in Great Britain, France, the United States, and Canada.
A. Prentice and *D. Levine,* Regular Session (after hours)

1424F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION
This seminar combines a historical overview of the educational work undertaken by social service organizations or movements generally regarded as outside the formal school structures of the community with an in-depth examination of one such organization or movement in the Toronto area, using available primary material as the basic research source. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. Troper, Regular Session (after hours)

1425F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS
A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling, vocational schools, curriculum reform.
D. Levine, Regular Session (after hours)

1426F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA
An introduction to the history of women and

women's education in New France, British North America, and Canada.
A. Prentice, Regular Session (after hours)

1427F,S,H THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.
H. Troper, Regular Session (after hours)

1428F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper, Regular Session (after hours)

1430F,S,H PHILOSOPHY OF MIND IN EDUCATION

An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen, Regular Session

1431F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen, Regular Session

1432F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430F,S,H or 1431F,S,H except by permission of the instructor.
E. C. Olsen, Regular Session (after hours)

1433F,S,H FREEDOM AND RESPONSIBILITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will include: negative and positive freedom, existential freedom, personal autonomy, "planned" societies, and the writings of certain contemporary critics of education. Theoretical viewpoints will be developed in order to relate them to educational/social settings. This course does not presuppose extensive background in philosophy.
E. C. Olsen, Regular Session (after hours)

1434F,S,H PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

Concepts of education in a democratic society will be examined in the light of

Dewey's classical work, the more recent philosophy of education, and more recent social criticism and political philosophy. The notions of ''democratization'' and ''politicization'' and the educational implications of contemporary criticism of democracy will be considered with reference to Canadian materials.

(This course is for students with little or no background in philosophy.)
D. Misgeld, Regular Session (after hours)

1435F,S,H DEMOCRACY AND EDUCATION

This course is a continuation of 1434F,S,H, although 1434F,S,H is not a prerequisite for it. Topics: Notions of equality, justice, and freedom in their relationship to concepts of democracy and education. Ideological distortions of these concepts. Education as social control and education as emancipation from control. The deschooling debate in the context of views on the crisis of democracy and of industrial society.
D. Misgeld, Regular Session (after hours)

1436F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY

A seminar course examining some developments in contemporary philosophy and social theory which analyze the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schuetz, ethnomethodology, and the philosophy of ordinary language, will be discussed. Freire's program of an ''education for critical consciousness'' is to be examined in terms of these discussions.
D. Misgeld, Regular Session (after hours)

1437F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen and *I. Winchester,* Regular Session (after hours)

1438F,S,H EDUCATION AND VALUE THEORY

This course will focus on a selection of the following topics as they relate to theory of value: the concept of education, the nature of value judgments, cognitive development, curriculum decisions, moral education, teacher/student relationships. Background in philosophy is not required.
D. Boyd, Regular Session

1441F,S,H MORAL EDUCATION

This course will consider theoretical issues in moral education focusing on such topics as: general theory of value; subjectivism and relativism; indoctrination; theories of moral development; different approaches to moral education; the relation of education to social/political reform.
(Students may also be interested in course 1230F,S,H being offered in Applied Psychology - see page 58 in the Bulletin.)
D. Boyd, Regular Session (after hours)

1443F,S,H THE LEARNING OF VALUES: A PRACTICUM

Inquiry into factors affecting the learning of moral and social values in various educational settings, on both a theoretical and practical level. This involves a study of basic theories of values and value education, the planning and development of program units, teaching strategies, etc., and the implementation of the program under varying conditions such as those in elementary schools, secondary schools,

"free" schools, provincial training schools.
J. A. Eisenberg, Regular Session

1445F,S,H THE PROBLEM OF A PHILOSOPHICAL ANTHROPOLOGY AND ITS IMPLICATIONS FOR EDUCATION
D. Misgeld, Regular Session (not offered in 1977/78)

1450F,S,H PHILOSPHY OF SCIENCE AND SCIENCE EDUCATION
A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester, Regular Session (after hours)

1451F,S,H THEORIES OF METHODOLOGY AND EDUCATION IN HISTORY AND THE SOCIAL SCIENCES
A consideration of some of the major contemporary positions (Gottschalk, Hempel, Collingwood, Dray, Winch, Bruner, Fenton, etc.) on methodology in history and the social sciences, and the relevance of these theories for social science education. Emphasis is placed on the nature and function of generalizations; views of explanation; theory testing; modes of reasoning; the place and treatment of rules; and the application of theories on the nature of history and the social sciences to the teaching of these subjects.
J. A. Eisenberg, Regular Session (after hours)

1452F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H above.

1456F,S,H ALTERNATIVES IN EDUCATION
A consideration of theories about alternative education, the practice of alternative educators, and the possible relationship of these to the public school system.
M. Levin, Regular Session (after hours)

1464F CANADA AND UNDERDEVELOPMENT
A seminar course including the following topics: the nature and process of underdevelopment; the relationship between rich and poor countries; Canada as both an underdeveloped and a developed nation; education as a tool for underdevelopment; the nature and content of Canadians' understanding of underdevelopment.
(See also 1465S.)
G. L. Caplan, Regular Session (after hours)

1465S RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES
A research seminar based on topics covered in 1464F. A logical extension of 1464F and open only to those students taking 1464F in the first term, or by permission of the instructor.
G. L. Caplan, Regular Session (after hours)

1480F,S,H THE THEORY AND PRACTICE OF RELIGIOUS EDUCATION IN SCHOOLS
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both

public and confessional, of a pluralistic society; and approaches to religious education, including style of teaching, teacher-student attitudes, problems of elementary and high school years, designing class sessions, etc.
C. Beck, Regular Session (after hours)

3402F,S,H PROBLEMS IN THE HISTORY OF MODERN EUROPEAN EDUCATION

European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neohumanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. The course complements 1402F,S,H but may be taken independently of it.
J. S. Hockley, Regular Session (after hours)

3403F,S,H, HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL

Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut, Regular Session

3420F,S,H URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
I. Winchester, D. Levine, and *A. Prentice,* Regular Session (after hours)

3422F,S,H RESEARCH SEMINAR IN THE HISTORY OF WOMEN AND EDUCATION

A research-oriented course in problems in the history of women's education and changing educational patterns as they relate to the changing economic, social, and political roles of women in modern Western societies. Most of the reading will be in the North American literature, with special reference to Canada.

Prerequisite: 1422F,S,H or permission of the instructor.
A. Prentice, Regular Session (after hours)

3424F,S,H ONTARIO EDUCATION

A research course designed for students wishing to develop thesis topics. An examination of education and social policy in Ontario.
Staff, Regular Session

3426F THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A seminar course which will examine the following questions: Does Canada possess a unique political culture? How is it differentiated from other political cultures, above all that of the United States? How does political socialization occur? What are the main agencies of Canada's political socialization process? How important is schooling as a socializing agent? (See also 3427S.)
G. L. Caplan, Regular Session

3427S RESEARCH SEMINAR IN THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A research seminar based on topics covered in 3426F. A logical extension of 3426F in the first term, or by permission of the instructor.
G. L. Caplan, Regular Session (after hours)

3428F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1427F,S,H, 1428F,S,H, or permission of the instructor.
H. Troper, Regular Session (after hours)

3436F,S,H AESTHETICS AND EDUCATION

This course will examine: education as an aesthetic experience; education for appreciation of art; art as education.
I. Winchester, Regular Session

3444F,S,H HERMENEUTICS, AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

A seminar course studying the hermeneutical philosophy of Gadamer, Ricoeur, Habermas. Topics: Hermeneutics as a foundation of the humanities, a philosophy of history, and a philosophy of language. The centrality of the concept of interpretation. The hermeneutiica appraisal of psychoanalysis as a critical and interpretive science. The hermeneutical appraisal of the concept of ideology. The concept of education in hermeneutical philosophy.

Prerequisites: Background in the philosophy of language, or critical theory, or phenomenology or phenomenological and ethnomethodological sociology.
D. Misgeld, Regular Session (after hours)

3445F,S,H ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions.

Prerequisite: Consultation with instructor.
I. Winchester, Regular Session (after hours)

3446F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester, Regular Session (after hours)

3448F,S,H SELECTED PROBLEMS IN PHILOSOPHY OF EDUCATION

D. Misgeld, Regular Session (not offered in 1977/78)

3449F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education; and proposed materials and curricula for courses in law.
J. A. Eisenberg and *D. Boyd,* Regular Session (after hours)

3451F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

A problem course dealing with theoretical and related practical issues arising in the social studies, the social sciences, and education. All problems will be related to

the central concern of *how* man and society (or all social phenomena) are to be studied. Specific problems will be determined by the members of the seminar. Such topics as the nature of social inquiry; the notions of cause and causal responsibility in philosophy, law, and the social sciences; the nature and use of the case study method in social inquiry as an alternative to generalized system building; social education and social change; and, finally, the relationship between "the logic of discovery," human creativity, and sanity will probably be considered in the program.
J. A. Eisenberg, Regular Session (after hours)

3452F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3454F,S,H PRACTICE OF PHILOSOPHICAL INQUIRY

Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.
Staff, Regular Session

3464F,S,H PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensely. Attention may focus on a particular problem or a particular region.
G. L. Caplan, Regular Session (after hours)

3480F,S,H RELIGIOUS DIMENSIONS AND SOCIAL ETHICS

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan, Regular Session (after hours)

3490Y ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION

Research seminar for candidates for the Doctor of Education degree involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff, Regular Session

3494H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff, Regular Session

3495H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494H.
Staff, Regular Session

Measurement, Evaluation, and Computer Applications (MECA)

DEPARTMENT OF MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS (MECA), FORMERLY THE SEPARATE DEPARTMENTS OF COMPUTER APPLICATIONS AND MEASUREMENT AND EVALUATION

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor, and Chairperson of the Department
(development of curriculum materials for computer-assisted instruction; development of computer-assisted learning systems and languages; research in learner-controlled computer-assisted instruction)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(measurement for guidance and counseling; vocational theory and development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, and Assistant Coordinator of Research and Development, Interim Administrative Head of Franco-Ontarian Studies
(computer-assisted instruction; Franco-Ontarian Studies; research and development in educational innovation)

VINCENT R. D'OYLEY, *Ed.D. (Toronto)*
Professor
(cognitive experience functioning of visible minorities in Canadian urban subcultures; teacher education strategies and educational policies for developing countries)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Assistant Professor
(physics, chemistry, and general science test development; tailored testing, simulation techniques for evaluating problem-solving)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational developments)

RAYMOND LAMERAND, *D.ès L. (Neuchâtel)*
Assistant Professor, cross-appointed from Franco-Ontarian Studies
(français and anglais in the curriculum; uses of language laboratories and programmed instruction)

PETER H. LINDSAY, *Ph.D. (Toronto)*
Associate Professor
(information processing theories of perception, memory, and language comprehension; computer applications to education of the disadvantaged; computer simulation models)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Associate Professor, cross-appointed to Franco-Ontarian Studies
(data analysis; evaluation; research on learning)

*ROBERT S. MCLEAN, *Ph.D.*
(Carnegie-Mellon)
Associate Professor
(computer technology; curriculum uses of computers; experimental control; simulation)

SHIZUHIKO NISHISATO, *Ph.D.*
(North Carolina)
Professor
(scaling theory and analysis of categorical data)

SUSAN PADRO, *Ph.D. (Florida State)*
Assistant Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(non-numeric applications; programming exercises)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of Field Development

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from Curriculum
(evaluation of educational technology and programs)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

ASSOCIATED INSTRUCTORS:

A. BRIAN DURELL, *Ph.D. (Toronto)*
Assistant Professor, Faculty of Education, University of Toronto

JOHN D. HUNDLEBY, *Ph.D. (Pennsylvania State)*
Professor, Department of Psychology, University of Guelph

RICHARD PIERCE, *B.A. (Miami)*
Project Director in the Office of the Assistant Director

GRAHAM F. SCOTT, *B.A. (Toronto)*
Project Director in Measurement, Evaluation, and Computer Applications

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Measurement, Evaluation, and Computer Applications and Supervisor of Computing Services Group

PROGRAMS OF SPECIALIZATION

The department is the merger of two previous OISE departments, (1) Measurement and Evaluation and (2) Computer Applications. During 1977/78 there will be no major changes in the graduate programs or courses offered; the original course numbers have been retained.

In general, the M.Ed. and Ed.D. programs are designed for the practicing educator who wishes to acquire knowledge and skills for practical applications. The M.A. and Ph.D. programs emphasize more theoretical study. Programs are tailored to the needs of individual students. Some possible programs of specialization are discussed below.

Measurement and Evaluation

The M.Ed. is designed primarily for teachers and other practitioners who are interested in measurement and evaluation techniques for education. Students admitted to a full- or part-time program are expected to choose, in consultation with their advisor, at least four half-courses in this specialty.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Center, in accordance with the policy stated for the Master of Education for Special Purposes (see page 24).

Applicants interested in more advanced training in practical applications should consider the Ed.D. specialization in educational evaluation. The program is designed for established practitioners in positions of responsibility in education. Applicants interested in the Ed.D. program in Educational Evaluation should write to the Graduate Studies Academic Secretary of this department for a copy of a special brochure outlining the requirements of the Ed.D.

Note: Since Ed.D. candidates are expected to begin their program on a part-time basis, arrangement for full-time resident study should not be made before the candidate has been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper.

The major orientation of M.A. and Ph.D. programs is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory. The program also prepares students to utilize this methodology and theories in the area of evaluation. Graduate study in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.A. students must take four of the required six half-courses within this specialty. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this department they are advised to take the following courses: 1604H, 1670F, 1680F, and 3666F,S. These courses do not necessarily have to be taken during the M.A. year, but a student must have completed them, or their equivalent, before the completion of the Ph.D. degree. Ph.D. students must take at least four 3600-level courses.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in quantitative computer techniques. Successful completion of 1503F,S,H, 1520F,S,H or demonstrated competence in one major programming language are ways of satisfying this requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

Computer Applications

The M.Ed. program in this specialty emphasizes practical applications of computers in the educational environment. Typical educational programs include 1500F,S,H, 1503F,S,H, and two other courses in this specialty. An Ed.D. program is also possible through individual arrangement.

Study toward the M.A. and Ph.D. degrees is designed to develop skills in applied behavioral research, in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500F,S,H, 1504F,S,H, a Computer Applications specialty course, and three half-courses from statistics and behavioral sciences appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in this and other departments of OISE and the University of Toronto departments such as Psychology and Computer Science.

Off-Campus Courses in MECA

The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1977 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1977/78 Regular Session, both off-campus and on-campus.

Departmental Requirements

All full-time students are required to take the Miller Analogies Test. In addition, all doctoral candidates are required to take the Graduate Record Examinations. Please see pages 7 to 8.

A brochure describing typical programs of study is available from the department and should be consulted by all applicants.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1500 and 1600 level courses, or that master's students cannot take 3500 and 3600 level courses.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

1500F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.

L. D. McLean, Summer Session and Regular Session (after hours)

1501F COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed Instruction, and Computer-Assisted Instruction. Specific topics change each year.

Prerequisites: 1503F,S,H and 1500F,S,H or permission of the instructor.

W. P. Olivier, Regular Session

1503F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An introduction to computer programming and its applications in instructional environments; a general introductory course emphasizing experience with computers including the OISE DECsystem-10 and the University of Toronto IBM System 370. The students will gain experience using several problem-solving languages in a range of educational and research applications. No previous computer experience is necessary.

P. H. Lindsay and *R. S. McLean,* Summer Session and Regular Session (after hours)

1504F,S,H RESEARCH PRACTICUM IN MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of specific research projects. The students will also

become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enroll by permission of the instructor.
Staff, Regular Session (daytime)

1505F INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503F,S,H.
W. P. Olivier, Regular Session

1510F,S,H COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions: experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503F,S,H.
R. G. Ragsdale, Regular Session (after hours)

1515F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, and interactive systems primarily in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H.
R. S. McLean, Regular Session (after hours)

1516F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.

Prerequisite: 1503F,S,H or permission of the instructor.
R. S. McLean, Regular Session (after hours)

1520F,S,H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: Some statistical background.
L. D. McLean and *R. G. Wolfe,* Summer Session and Regular Session (daytime)

1525H THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning. Topics include the principles of systems analysis, management information systems, and uses of the computer for strategic, tactical, and operative decisions. The course uses the vehicle of computer simulation techniques and specific field-related case studies, as well as providing the opportunity for students to gain first-hand experience with the use of computer programs for decision-making at the administrative level.
S. Padro, Regular Session (after hours)

1551
RS McLe

1552F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

Prerequisite: Permission of the instructor.

3500F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.

Prerequisite: 1503F,S,H.

R. S. McLean, Regular Session (daytime)

3535S SIMULATION MODELS OF COGNITION AND LEARNING

Information processing models in the fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modeling will be discussed. Some introductory acquaintance with computers would be an asset.

P. H. Lindsay, Regular Session (daytime)

3552F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)

Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

Prerequisite: Permission of the instructor.

3556F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.

R. G. Ragsdale, Regular Session

1601F DESCRIPTIVE STATISTICS (Non-Credit)

Students enrolling in courses 1610F, 1611F,S, or 1660F,S, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.

Staff, Regular Session (first five weeks) and Summer Session (first two weeks)

1604H ELEMENTS OF TEST THEORY

Classical test theory, generalizability theory, item analysis and test assembly, scoring and equating, matrix sampling, introduction to latent trait theories.

Desirable background: Completion of or concurrent registration in 3666F,S

R. E. Traub, Regular Session (after hours)

1610F INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F (Non-Credit) or equivalent.

A. Even, Regular Session (after hours)

1611F,S ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: 1601F (Non-Credit) or equivalent.

S. A. Alvi, V. R. D'Oyley, and *A. Even,* Summer Session and Regular Session (daytime and after hours)

Note: Students may not take both 1610F and 1611F,S for credit in a degree program in this department.

1615S TEST CONSTRUCTION

A practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisites: 1610F and 1666F,S,H or equivalents (or concurrent registration in these courses).

Staff, Summer Session and Regular Session (after hours)

1651F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfill the purpose of 1652F,S,H which is normally conducted on a tutorial basis.)

Staff (offered as required)

1652F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Prerequisite: Permission of the instructor.

1659F,S EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The specific content will depend on current issues. Emphases are on the critical reading of research reports and other literature that present varied points of view relative to the issue, practical problems of implementation, and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers from both within OISE and outside. For 1977/78 Professor D'Oyley's section will focus on current multicultural issues.

Prerequisite: Permission of the instructors.

V. R. D'Oyley and *H. H. Russell,* Summer Session and Regular Session (after hours)

1660F,S INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F(Non-Credit) or equivalent.

M. D. Ellis, M. W. Wahlstrom, and staff, Summer Session and Regular Session (after hours)

1664F MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

1666F,S,H ELEMENTS OF STATISTICS

Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion,

standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.
R. P. Bhargava and *D. F. Burrill,* Summer Session and Regular Session (daytime and after hours)

1670F ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.
R. P. McDonald, Regular Session (after hours)

1675F MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat ''advanced'' topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (after hours)

1677S ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and belief systems, theories of attitude formation and change, discussion of selected measurement techniques, review of selected empirical research on attitude change and its relevance for education.
Staff, Regular Session (after hours)

1680F ELEMENTS OF SCALING

Construction of scales from a wide variety of data, such as ''yes-no,'' multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples. Major techniques discussed are scalogram analysis, unfolding technique, Likert scaling, information theory, methods of ranking, paired comparisons, successive categories, constant method, and optimal scaling.
S. Nishisato, Regular Session (after hours)

3602F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (daytime; offered in 1977/78 and alternate years)

3605H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 1604H and 3666F,S.
R. E. Traub, Regular Session (daytime; alternate years; not offered in 1977/78)

3606Y PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media; study of evaluation methods; application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.
L. D. McLean and *R. Pierce*, Regular Session (daytime)

3608F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; response domains; personality change; moods and states; method variance; relation to measures of the environment; computer models of personality; classification and typologies; group bias in testing; actuarial prediction and prediction models.

Prerequisites: 1670F and 3666F,S, or equivalents, plus a course in personality measurement or assessment.
Staff, Regular Session (offered in 1977/78 and alternate years)

3610S EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F or equivalent.
M. W. Wahlstrom, Summer Session and Regular Session (after hours; offered in 1977/78 and alternate years)

3637S ADVANCED SCALING THEORY

Emphasis on rigorous statistical bases for such scaling procedures as optimal scaling, current Thurstonian scaling, and multidimensional scaling.

Prerequisite: 1680F or equivalent, or permission of the instructor.
S. Nishisato, Regular Session (after hours; offered in 1977/78 and alternate years)

3651F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfill the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff (offered as required)

3652F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652F,S,H, but at the doctoral level.

Prerequisite: Permission of the instructor.

3666F,S INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and two-way classification data for fixed, mixed, and random effects models; factorial experiments; linear and multiple regression; total and multiple correlation; analysis of covariance for simple designs.

Prerequisite: 1666F,S,H, or equivalent, or permission of the instructors.
R. P. Bhargava and *D. F. Burrill,* Summer Session and Regular Session (daytime and after hours)

3667F ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava, Regular Session (alternate years; not offered in 1977/78)

3668F MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisite: 1664F and 3667F or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.
R. P. Bhargava, Regular Session (daytime; offered in 1977/78 and alternate years)

3672Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION

Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
A. Even and *M. W. Wahlstrom*,
Regular Session (offered as required)

3673H ED.D. SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practicing evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
A. Even and *M. W. Wahlstrom*
Regular Session (offered as required)

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Educational Evaluation.

3674H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
Staff, Regular Session (daytime; alternate years; not offered in 1977/78)

3676S STRUCTURAL ANALYSIS OF MULTIVARIATE DATA

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: analysis of covariance structures; nonlinear factor analysis; latent structure analysis; other latent trait theories, including aspects of test theory, and relations to nonmetric models.

Prerequisites: 3602F and permission of the instructor. The course would normally be taken immediately following and as the effective continuation of 3602F.
R. P. McDonald, Regular Session (daytime; offered in 1977/78 and alternate years)

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205F,S,H

Curriculum: 1305F,S,H, 1360F,S,H

Sociology in Education

MICHAEL FULLAN, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process with a focus on the roles of students, parents, teachers)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(classroom interaction; socialization; policy and program development; social change; general theory)

MARGRIT EICHLER, *Ph.D. (Duke)*
Associate Professor
(sociology of women and sex roles; cross-cultural differences in gender relations; sex role socialization; religion; social movements)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed from Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Assistant Professor
(social organization of reading and interpreting documents; relevance of phenomenology and ordinary language philosophy to sociology; ethnomethodology; qualitative methodology)

*DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor, cross-appointed to Franco-Ontarian Studies
(alternative educational and social futures; cross-national studies of educational, socioeconomic, and political development; political elites and cultural revolution; theory building)

FRANK MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(family socialization and schooling; family and school linkages; sociology of the helping process in the schools; intervention in families)

C. PAUL OLSON, *M.A. (Princeton)*
Lecturer
(social psychology, socialization, symbolic interactionism, quantitative and qualitative methods, political sociology)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(sociology of children's culture; interpretive analysis of normal practices for organizing knowledge; video field study of everyday routines in schools)

DOROTHY SMITH, *Ph.D. (University of California at Berkeley)*
Professor
(women's studies in sociology; the social organization of knowledge; Marxist knowledge)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto)*
Project Director in Sociology in Education

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. Full-time study is a requirement of all degree programs, with the exception of the M.Ed., which may be taken on a part-time basis. These programs include courses in Sociology in Education as listed on the following pages, together with courses designed according to the student's interests and/or related courses in other departments in the School of Graduate Studies as well as within the Institute.

During the past few years a number of themes have characterized the department's teaching, research, development, and general intellectual life. These include: women and gender relations studies, comparative education, educational innovations, social organization of knowledge, socialization, educational praxis, applied psychology, and multiculturalism. It is anticipated that new themes will emerge as incoming students become involved in the program, and as the current interests of faculty and students change.

The department is currently offering some sections of existing courses off-campus in Kitchener-Waterloo, Timmins, and Sudbury. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1977 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after hours program in the 1977/78 Regular Session.

This department welcomes applicants with diverse but relevant backgrounds, which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairperson, or the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference - one of which should be from a university instructor. These are in addition to the general requirements for assessment of admissibility as outlined on pages 20 to 29. All part-time M.Ed. students must commence their program by taking 1900F.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. M. Fullan.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in this department.

1900F INTRODUCTION TO SOCIOLOGY IN EDUCATION

An introduction to sociology in education, designed primarily to orient students in the M.Ed. program but suitable for others completing a prerequisite year. Sociological perspectives are illustrated in application to current educational issues and

settings, with special emphasis on Canadian content and data.
R. Silvers and staff, Summer Session and Regular Session (after hours)

1902F,S,H DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session (after hours)

1903F THE SOCIOLOGY OF MINORITY GROUPS IN CANADIAN EDUCATION

A review of the educational problems of racial, ethnic, and religious minorities in Canada from the perspectives of social history, institutional barriers, and social and economic consequences. Special attention will be given to the concept of multiculturalism and its implementation in the school system.
Staff, Regular Session (after hours)

1904F,S,H SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
Staff, Regular Session

1906F SPECIALISTS IN THE SCHOOL SYSTEM

This course focuses on the roles of guidance officers, school psychologists, psychiatrists, and other helping professionals in the educational system. Concepts and principles from the sociology of organizations, professions, and face-to-face interaction will be used. Reading, class discussions, and individual research are the main requirements of the course.
Staff, Regular Session (may not be offered in 1977/78)

1907F,S,H FAMILY SOCIALIZATION AND EDUCATIONAL PERFORMANCE

This course involves a critical review of existing literature on the family as related to educational performance. An attempt will be made to expand knowledge in this area by discussing family variables that are salient in other areas of family sociology. The student will be exposed to films on families with underachieving children, and to data from a study of Canadian families.
Prerequisite: 1900F.
Staff, Regular Session (may not be offered in 1977/78)

1908F,S,H SOCIOLOGY OF CLASSROOM INTERACTION

This course offers a variety of sociological perspectives on the dynamics of classroom interaction. Readings will cover Symbolic Interactionism, Role Theory, and the work of Kohl, Holt, Dreeben, Goffman, Mead, etc.
Staff, Regular Session (may not be offered in 1977/78)

1909F,S,H PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open

schools, team teaching, non-grading) and their implications for the various school personnel.
M. Fullan, Regular Session (after hours)

1928F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way knowledge is organized in society by specialists and laypersons alike. Seminars include a review of background literature in phenomenological sociology, ethnomethodology, reality construction, and interpretive sociology as a basis for individual research projects involving field work or the analysis of historical and contemporary documents. Specific focal topics will change every year.
R. J. Silvers, Regular Session (after hours)

1929F,S,H THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analyzed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours)

1935F FUTURE SOCIETIES AND EDUCATION

An introduction to comprehensive ways of thinking about the future. Specific topics will include: (*a*) discerning public attitudes toward the future; (*b*) imagining many alternative futures and assessing their desirability; (*c*) identifying critical forces in contemporary social change; and (*d*) forecasting probable and practicable futures, and discussing actions to create the future. Alternative educational futures will be emphasized.
Staff, Regular Session (may not be offered in 1977/78)

1937S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focuses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society.
R. J. Silvers, Regular Session (after hours)

1940S COMPARATIVE EDUCATION: MAO AND GANDHI

The focus of the course is on the educational ideas of Mao and Gandhi in the context of contemporary economic development and social change in China and India. These two educational ideas, each a part of a larger system of thought, are treated as two fundamentally challenging historical alternatives to the Western model of education, which developed within the frame of a capitalism and was imposed in a particular colonial form on the Asian societies, especially India. Relevance of some elements in these educational ideas to the Western industrial societies in the context of the current crisis in education will be discussed. The similarities and dissimilarities between the approaches of Mao and Gandhi will be kept in view throughout the course. In future years this course will focus on social and educational change in other countries.
M. L. Handa, Regular Session

1952F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1952S INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: SOCIOLOGY OF READING

This course will consider theories and assumptions about reading and the teaching of reading in an effort to develop a sociological approach which accounts for the classroom interaction through which reading is taught and learned.
J. L. Heap, Regular Session

1952S INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MULTICULTURALISM AND EDUCATIONAL POLICY-MAKING

This course analyzes recent trends in the ethnic compositon of school and community populations. The implications for educational policy-making will be discussed, along with a critical review and analysis of recent multicultural educational programs. Educational systems and communities across Ontario will be the empirical focus of the course.
Staff, Regular Session

1952F INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: WOMEN'S STUDIES AND THE EDUCATIONAL SYSTEM: STRATEGIES FOR CHANGE

An examination of the situation of women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
D. Smith, Regular Session

1960F,S,H INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for sociologists working in the field of education. General consideration will be given to the technical problems involved in the collection, analysis, and interpretation of data, with emphasis on the logic underlying the research process.
C. P. Olson, Regular Session (daytime)

1961S MARXISM AND EDUCATION

The objective of the course is to provide rigorous grounding in the Marxian methodological framework with a view to analyzing the role(s) of educational systems. In addition to the suggested readings from Marxian literature, especially Marx's own writing, topics such as Ideology in Social Sciences, Education as an Instrument of Class Subsidization, Education and Elite Formation, Education and Cultural Colonialism/Imperialism, etc., will be covered.
M. L. Handa, Regular Session (daytime)

1962S SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
C. P. Olson, Regular Session (daytime)

1970F SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
J. L. Heap, Regular Session (daytime)

1972F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

An examination of the position of women

and men in contemporary Canadian society with special emphasis on sex differences in the socialization process, in the family, and in the labor market. There will be considerable use of cross-cultural materials.
M. Eichler, Regular Session (daytime)

1984F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session (daytime)

1996F,S,H THE SOCIAL STRUCTURE OF THE SCHOOL

An analysis of the social relations and structures in the school, and of their impact on learning, student behavior, and performance.
Staff, Regular Session (may not be offered in 1977/78)

3901S SOCIOLOGICAL FIELD RESEARCH METHODS IN EDUCATION

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as problematic in the literature, problems as defined by the student-observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.
Staff, Regular Session (after hours)

3902F,S,H EDUCATIONAL SYSTEMS AND THE LABOR MARKET

From theoretical and research perspectives, the course deals with the changing relationships between educational systems and the labor market in Canada. An intellectual foundation for the course is prepared through a historical and critical review of education and manpower policies in Canada, with a particular focus on the decade of dramatic educational expansion in the 1960s. Detailed analysis is presented of the various education–labor markets, problems in Canada, including the underutilization of highly qualified human resources, the frequent mismatching of supply and demand, and the social and economic consequences of these patterns. The course also explores methods for forecasting educational and occupational futures and how such projections may be used in the formulation of public policy.
E. B. Harvey, Regular Session

3907F,S,H FAMILY PROBLEMS, SCHOOL DEVIANCE, AND FAMILY INTERVENTION

This course has two components. In the first part there is a critical assessment of current literature on family factors related to school-relevant deviance, such as mental illness, school phobia, and problem behavior in school. The second part of the course focuses on the various modes of intervening in family structures and processes related to these deviant outcomes.

Prerequisite: 1907F,S,H or permission of the instructor.
Staff, Regular Session (may not be offered in 1977/78)

3911F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems, dilemmas, and techniques of the roles of change agents in educational change. Each member of the class will become involved in some particular practical problems with some aspect of the education system in Ontario (e.g., parent involvement in a given school) as an experience to increase awareness and develop skills in dealing with real situations.

Prerequisite: Permission of the instructor.
M. Fullan, Regular Session (after hours)

3925F,S,H ADOLESCENT DEVIANCE AND THE SCHOOL

An examination of adolescent deviance in the school setting and the process of social typing, with emphasis on the accommodative responses of peers, teachers, and parents. The educational implications of the existence of deviant subcultures will also be considered.
Staff, Regular Session (may not be offered in 1977/78)

3928S THE SOCIAL ORGANIZATION OF KNOWLEDGE: ADVANCED LEVEL

This course will focus on selected empirical and foundational topics related to how knowledge and knowing are socially organized within various contexts, such as education, science, art, and everyday life.

Prerequisite: 1928F or permission of the instructor.
D. Smith, Regular Session

3930S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of
(*a*) developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and
(*b*) increasing understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours)

3935S REVOLUTIONARY MOVEMENTS AND EDUCATION

A sociological analysis of current and historical revolutionary movements with particular attention to their educational programs. Objectives, strategies, and accomplishments will be scrutinized in comparative perspective. Special emphasis will be given to the relevance to Canadian society of the works of such current revolutionary educators as Paulo Freire and Danilo Dolci.
D. W. Livingstone, Regular Session

3940S SOCIETAL CHANGE, POLITICAL REGIMES, AND THE GROWTH OF SCHOOLING

A comparative study of the relations between societal change and the growth of schooling, with emphasis on the mediational roles of different political regimes. This involves radical critiques of "progress" and "schooling"; examination of behaviorist, cybernetic, functionalist, phenomenological, and especially Marxist approaches to societal change; and the construction and testing of new critical theories using cross-national and regional Canadian materials. Educational alternatives will be suggested and efforts made to forecast future relations between societal institutions, political regimes, and forms of education, with special attention to Canada and the Third World.
Staff, Regular Session (may not be offered in 1977/78)

3952F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3952F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: PUBLIC OPINION AND POLICY-MAKING IN EDUCATION

A research seminar in which students would be involved in conducting surveys of public attitudes toward important educational and social issues, and in assessing the suitability of current and possible future educational policies in the light of survey findings.

Prerequisite: Permission of the instructor.
D. W. Livingstone, Regular Session

3952S INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: THE SOCIOLOGY OF SCIENCE AND SCIENCE TEACHING

This course will explore science in the multiple contexts of philosophical conceptions of science and scientific research (i.e., Hempel, Popper, Kuhn); the teaching of science in secondary schools and the actual doing of science (i.e., the discovery of the structure of the DNA molecule, the formulation of the law of the conservation of energy). The social constitution of scientific teaching, research, findings, and verification procedures will be the major concern.
Staff, Regular Session

3960S ADVANCED ISSUES IN SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

A focus on advanced issues in design, measurement, and analysis in sociological research in education. Attention is given to topics concerning causal inferences in both static and dynamic nonexperimental designs; causal approaches to measurement; and the appropriate situations for the application of different types of multivariate techniques of analysis, such as multiple regression, analysis of variance and covariance, and factor analysis.
Staff, Regular Session (daytime)

3970S ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

A seminar organized as a theory workshop to develop sociological theory applications to education.
A. Effrat, Regular Session (daytime)

3972S ADVANCED RESEARCH SEMINAR ON EDUCATION IN THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

The seminar will focus on theories concerning sex structure, sex roles, sex status, and sex identity. Existing sociological paradigms will be examined with respect to their applicability to women, and new paradigms will be developed.

Prerequisite: 1972F or permission of the instructor.
M. Eichler, Regular Session (daytime)

3984S SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session (daytime)

3990H SEMINAR IN SOCIOLOGICAL PRAXES IN EDUCATION

A research seminar on applied sociology in education. The specific topics will depend on student interests and praxes. These may include organizational development, community organization, program evaluation, action research, and the like. Primarily for Ed.D. students but offered to others also.
F. Maidman and staff, Regular Session (daytime)

3995F PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying academic knowledge to educational issues. Required for and primarily designed for Ed.D. students. Project design and implementation, research/development internships, etc., will be planned in consultation with faculty and field personnel. These may be related eventually to a thesis topic, although credit is not given for the thesis proper.
F. Maidman, M. Fullan, and staff, Regular Session

3996S PRACTICUM IN SOCIOLOGY IN EDUCATION: II

See description for 3995F.
F. Maidman, M. Fullan, and staff, Regular Session

The following courses might also be of special interest to students in Sociology in Education:

Applied Psychology: 1209F,S,H, 3211F,S,H

Educational Administration: 1020F,S,H, 1022F,S,H, 3013F,S,H

Educational Planning: 1715F,S,H

History and Philosophy of Education: 1422F,S,H, 1436F,S,H, 3444F,S,H

Special Education

CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor, and Chairperson of the Department
(hearing impairment; program evaluation; language disorders; women's studies)

*WEBSTER R. CALLAWAY, *Ph.D. (Michigan)*
Assistant Professor
(interplay between biology and psychology in intellectual development, particularly the more efficient utilization of genetic information manifested in the child's periods of sensitivity to form perception and language acquisition)

IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

ANNE KEETON, *Ph.D. (Toronto)*
Assistant Professor
(cognitive developmental characteristics and intelligence in an information-processing context; sociocultural factors in language, reading, and concept acquisition)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychological manifestations of learning disabilities and their theoretical implications for cognitive development; effectiveness of early psychomotor intervention programs)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor
(instructional systems design; use and evaluation of instructional media; educability of altered states of consciousness)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

ASSOCIATED INSTRUCTORS:

ERIC W. HOPWOOD, *M.Ed. (Hull)*
Inspector of Special Education, London Borough of Hillingdon, Middlesex, England

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The M.A. and Ph.D. programs require full-time study; the Ed.D. program requires both part-time and full-time study; the M.Ed. program may be taken on a part-time or full-time basis. The Department of Special Education has specific guidelines for applications; for further information please contact the departmental Graduate Studies Academic Secretary.

General Note:
A number of Student Financial Awards with a Graduate Assistantship component will be available in the Department of Special Education.

Where possible it is desirable that a student wishing to enter any of the programs offered by this department consult with staff members to explore the student's suitability and to consider possible modification of the program to meet individual needs.

Note on Admission Deadlines:
All Summer Session and part-time Regular Session applications *must be submitted by March 1.*

ORGANIZATION OF DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. The core curriculum consists of:

1280F,S,H	Exceptional Children and Youth
1288F,S,H	Seminar and Practicum in Special Education
1292F,S,H	Psychoeducational Assessment and Programming for Exceptional Children
1293F,S,H	Interpretation of Research in Special Education

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enroll in this program.

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which comprise the compulsory core curriculum. Students enrolling in the M.Ed. program are expected to have undertaken at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following prerequisite courses will be required in addition to the regular degree program:

1200F,S,H	Introduction to Educational Psychology
1201F,S,H	Child and Adolescent Psychology

Students wishing to proceed to doctoral studies must successfully undertake a Qualifying Research Paper in order to demonstrate research capabilities before being admitted to a doctoral program.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. The normal entrance requirement is a four-year University of Toronto B.A. in a relevant social or behavioral science, or its equivalent. Since employment opportunities for students who complete a Master of Arts degree without teacher certification are becoming increasingly limited, the enrollment in the M.A. program has been decreased and there has been an increased emphasis on the M.Ed. program. Therefore, only a limited number of M.A. students will be admitted.

The M.A. program of six half-courses and a thesis includes the four half-courses of the core curriculum. Two additional half-courses may be undertaken either in Special Education or in a related OISE or University of Toronto graduate department. Courses are to be selected in consultation with the faculty advisor.

The student is also expected to participate in colloquiums and informal research meetings organized by this department.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program. Ordinarily the Department of Special Education does not accept students into two-year M.A. programs.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have proved their practical effectiveness in the field of special education, and who intend to continue working in that field.

The degree program will consist of a minimum of eight half-courses, a thesis, and an internship. The typical schedule will be a first year of part-time study involving two half-courses, followed immediately by a summer session of two half-courses, and a second year of full-time study involving four half-courses, an internship, and at least initial work on a thesis. It is, however, understood that some candidates will find this arrangement impossible because of other commitments. In these cases, alternative arrangements can be made following discussion between candidate and faculty advisor.

Students applying to the Ed.D. program will be required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to their final acceptance into the doctoral program. The following minimum prerequisites in research methodology must also be satisfied before the commencement of the doctoral program.

1601F	Descriptive Statistics (Non-Credit)
1666F,S,H	Elements of Statistics
1293F,S,H	Interpretation of Research in Special Education

As part of the doctoral program, students will be required to take the following courses:

3666F,S	Intermediate Statistics and Research Design
3280F,S,H	Seminar Reviewing Research Activities in Special Education
3290S	Central Issues in Special Education

General information on the Ed.D. program may be found on pages 26 to 27 of this Bulletin.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc.

These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 27 and 28.

Ph.D. students will satisfy the same prerequisites in research as described above for Ed.D. students - 1601F (non-credit), 1666F,S,H, and 1293F,S,H, and will take 3666F,S and 3280F,S,H as part of their doctoral program. The Ph.D. program also includes an internship designed in accordance with the student's professional goals, whether teaching, research, or practice.

Other course work will involve a broad study in Special Education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329.

1280F,S,H EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.
Staff, Summer Session and Regular Session

1281F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counseling.
D. Shipe and *A. Keeton,* Regular Session. Associated instructors, Summer Session

1282F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counseling of parents and pupils.
C. Reich and *A. Keeton,* Summer Session and Regular Session

1283F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
W. R. Callaway, Regular Session

1284F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285F,S,H CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is

placed on the concept of learning disability and on the educational implications of the research literature in the field.
W. R. Callaway, H. Silverman, and associated instructors, Regular Session.
Associated instructors, Summer Session

1288F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
I. Davidson and *R. MacIntyre,* Summer Session and Regular Session

1291Y SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and of practical approaches will also be undertaken.

This course will be held in Europe (the United Kingdom, Scandinavia, and the Netherlands). Participants in the course will be responsible for their own travel and living expenses.
Staff, Summer Session (offered in Summer 1977 if there is sufficient student demand)

1292F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis is placed on critical analysis of assessment procedures including tests, typical reports, writing psychoeducational reports, and developing a clear theoretical framework within which to develop sound procedures and/or an understanding of what they should be. The course does not attempt to teach students how to conduct psychoeducational appraisals, although some experience in this will be considered essential.
I. Davidson and *A. Keeton,* Summer Session and Regular Session

1293F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.
J. Kershner and *C. Reich,* Summer Session and Regular Session

1294F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of the skills necessary for individualized instruction of exceptional children: defining objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre, Regular Session

1295F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296F,S,H THE DIAGNOSIS OF READING AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials into actual classroom situations.
Staff, Regular Session

3280F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.
J. Kershner, Regular Session

3281F,S,H RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and the particular life situation that bear upon school placement and achievement, and subsequent life success.
D. Shipe, Regular Session

3282F,S,H DEVELOPMENTAL PATTERNS IN EXCEPTIONAL CHILDREN

Current information processing models of cognitive behavior and of child development, particularly that of Piaget, will provide the context for the course. The cognitive, linguistic, and general intellectual development of exceptional children will be examined and compared with more traditional approaches. Major themes will include special children's orientation to learning tasks as different rather than deficient when compared to that of their peers, to the types of learning strategies and skills which they develop, and to the educator's role in identifying and using such skills to further learning. Participants will be introduced to some approaches for conducting research in developmental questions, and will be required to generate an experimental design.
A. Keeton, Regular Session

3283F,S,H RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

W. R. Callaway, Regular Session (offered as required)

3284F,S,H RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Staff (offered as required)

3285F,S,H RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

H. Silverman, Regular Session

3288F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: (*a*) providing students with an overview of issues central to the education of visually handicapped children - practical experience will be provided, ranging from visits to schools, classes, and agencies to working individually with visually handicapped children; (*b*) developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session (offered as required)

3290S CENTRAL ISSUES IN SPECIAL EDUCATION

This course is designed primarily for Ed.D. candidates but it will be open to Ph.D. students who are suitably qualified, with the permission of the instructors. The emphasis is on examining problems of child development, curriculum development, classroom analysis, methodology and teaching procedures, evaluation of children, theoretical issues concerning exceptional children, and general problems in the education of exceptional children.
I. Davidson, Regular Session

3292F,S,H ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal, including a variety of procedures such as testing, and emphasizing both appropriate programming for individual children, classes, systems, and the advising of teachers in special education.
R. MacIntyre and *D. Shipe*, Regular Session

3293F,S,H ANALYSIS OF TEACHING STRATEGIES AND MATERIALS IN SPECIAL EDUCATION

Use of systems analysis and design procedures to study present special education programs and to develop potential ones. Consideration of assumptional, ethical, and philosophical bases of various instruction systems. Development of total instruction systems for specific aspects of special education.
R. MacIntyre, Regular Session

3295F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295F,S,H, but at the doctoral level.

Higher Education Group

*ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education, and University Historian, University of Toronto, seconded to OISE
(history and philosophy of higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor of Higher Education, cross-appointed to Educational Planning
(decision-making processes in postsecondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

P. NIALL BYRNE, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

OTHER OISE MEMBERS INVOLVED IN HIGHER EDUCATION WHO MAY BE CALLED UPON FOR INSTRUCTION AND SUPERVISION:

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, Sociology in Education

J. ROBY KIDD, *Ed.D. (Columbia)*
Professor, Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Associate Professor, and Chairperson of the Department of Adult Education

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor, Educational Planning

CICELY WATSON, *Ph.D. (Harvard)*
Professor, Educational Planning

PROGRAMS OF SPECIALIZATION

Courses in Higher Education are designed for students pursuing one of three types of career:
(*a*) administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency - governmental or otherwise - concerned with the public administration of higher education;
(*b*) teaching in institutions of higher education. There may be graduate students in fields other than educational theory who wish to take a course in Higher Education as a minor subject in order to become more familiar with the setting in which they will be serving;
(*c*) higher education as a secondary interest related to another field, such as adult education, educational planning, the history of education, the economics of education, or the sociology of education.

The emphasis of the program is scholarly rather than practical - seeking to provide perspective and conceptualization rather than teaching specific skills.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of

*Graduate Studies Academic Secretary, to whom inquires concerning programs in Higher Education should be directed.

Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enroll in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 20 to 29 of this Bulletin. These incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates if they have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science. However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of the graduate program.

Applicants with advanced degrees in fields other than Educational Theory (Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the Coordinator of Graduate Studies or from the Graduate Studies Academic Secretary of the Higher Education Group.

Course Groups

With respect to prescriptions for degrees with specialization in Higher Education, courses may be classified in three groups:

A. *Higher Education*
   (1) Courses offered by the Higher Education Group.
   (2) Courses offered by other OISE departments (see list on page 147).

B. *Educational foundations*
   Broad introductory courses in the history, philosophy, psychology, or sociology of education.

C. *Options*
   (1) Courses in subdivisions of the Department of Educational Theory other than Higher Education.
   (2) Courses in other graduate departments of the University.

Reference to these groups is made below in the outlines of the M.Ed., M.A., Ed.D., and Ph.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student who, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent should include a minimum of four and a maximum of six from Group A, including either 1801Y or 1803Y. The remainder will be chosen from Group C, including not more than two from C (2). The student who is required to take ten half-courses should add two from Group B. No thesis is required.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

A student admitted to a one-year M.A. program will take six half-courses or the equivalent. Of these a minimum of four and a maximum of six will be chosen from Group A, including either 1801Y or 1803Y. Any remaining courses will be chosen from Group C. The student who is admitted to an "extended" M.A. program, requiring ten half-courses, will choose a minimum of four and a maximum of six from Group A, including at least two from A (1). The remainder will be chosen from Group C, including not more than two from C (2). The student who is admitted to a two-year M.A. program, requiring twelve half-courses, will add two courses from Group B. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 26 to 27 of this Bulletin, the Higher Education Group specifies the following:
(*a*) a University of Toronto M.Ed. or an M.A. in Educational Theory, with specialization in Higher Education, or the equivalent;
(*b*) at least two letters of reference commenting on scholarly achievement and promise or professional achievement and promise, or both;
(*c*) a personal interview with the candidate to be arranged when possible.

Program and Pattern of Study
(*a*) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), normally including 1801Y and 1803Y and two other half-courses or the equivalent in *each of two* minor subjects from Group C. At least one of the minor subjects must be chosen from Group C (2).
(*b*) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.
(*c*) A minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses or the equivalent beyond the relevant M.A. degree, or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), normally including 1801Y and 1803Y, and two other half-courses in *each of two* minor subjects from Group C. At least one of the minor subjects must be chosen from Group C (2). In some cases, depending on the student's total background of study, some credit toward a major subject or one of the minor subjects may be allowed for courses previously undertaken in the M.A. program. A thesis is required.

COURSES

A course is identified as Higher Education when the first two digits in the course number are 18 or 38. *Students are required to obtain concurrence of the instructor before enrolling for a course.*

1801Y THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century, with particular reference to the period since 1950. Parallel developments in other English-speaking

countries (the United States, the United Kingdom, Australia) will receive attention.
Staff, Regular Session (offered in 1977/78 and alternate years)

1803Y RECURRENT ISSUES IN POSTSECONDARY EDUCATION

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided.
Staff, Regular Session

1805F THE COMMUNITY COLLEGE

An examination of the development of non-degree-granting institutions and an analysis of the problems which face such institutions.
Staff, Regular Session

1807Y SYSTEMS OF HIGHER EDUCATION

Analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education. Some international comparisions will be attempted.
Staff (alternate years; not offered in 1977/78)

1808Y THE IDEA OF THE UNIVERSITY

An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightenment in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.
R. S. Harris, Regular Session (alternate years; not offered in 1977/78)

1809F ADMINISTRATION OF COLLEGES AND UNIVERSITIES

A study of the functions of management and administration (planning, organization, communication, coordination, control) as practiced by colleges and universities. The rights, responsibilities, and obligations of the individual student and faculty member will be examined as they relate to university organizations, i.e., to divisions, faculties, departments, other academic and administrative units, and staff and student organizations.
B. L. Hansen and *G. Tracz*, Regular Session

1811Y CURRICULUM, TEACHING, AND LEARNING IN INSTITUTIONS OF HIGHER EDUCATION

An opportunity to explore and evaluate the range and complexity of curriculum design and development, teaching modes and methods, and learning processes with particular reference to postsecondary institutions.
P. N. Byrne and *A. I. Rothman,* Regular Session

1812S PROFESSIONAL EDUCATION

An examination of the development of professional and vocational education; an analysis of the basic problems of the professions (including the problems of para-professionals); and investigation of particular problems in particular professional fields.
R. S. Harris, Regular Session (offered in 1977/78 and alternate years)

1852F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3852F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL

Description as for 1852F,S,H but at the doctoral level.

The following courses offered by other OISE departments are acceptable in fulfillment of the requirements in Higher Education:

ADULT EDUCATION
3101F,S,H Major Programs and Issues in Adult Education;
3125F,S,H Continuing Education of Professional Personnel: Principles, Modes, and Problems

EDUCATIONAL PLANNING
1702F,S,H University and Postsecondary Systems: Planning Practicum;
1703F Educational Planning: Economics of Human Resources;
1712F Manpower Aspects of Educational Planning;
1719S Planning Theories and Issues in College and University Management

SOCIOLOGY IN EDUCATION
3902F,S,H Educational Systems and the Labor Market

Academic Staff

(As of January 1, 1977)

ABBEY, DAVID S.
Adult Education

ALEXANDER, WILLIAM E.
Educational Planning

ALLEN, J. PATRICK
Curriculum

ALLEN, KENNETH*
Applied Psychology

ALVI, SABIR A.
Measurement, Evaluation, and Computer Applications

BEATTY, DAVID J. F.*
Adult Education

BECK, CLIVE M.
History and Philosophy of Education

BECKERLE, GERRY*
Applied Psychology

BEREITER, CARL
Applied Psychology

BERK, LEONARD
Curriculum

BEZEAU, LAWRENCE M.
Educational Administration

BHARGAVA, RAGHU P.
Measurement, Evaluation, and Computer Applications

BLUM, MARY*
Applied Psychology

BOYD, DWIGHT R.
History and Philosophy of Education

BREHAUT, WILLARD
History and Philosophy of Education

BRIEDIS, IRENE*
Applied Psychology

BRISON, DAVID W.
Applied Psychology

BROPHY, BEVERLEY
Educational Administration

BROWN, ALAN F.
Educational Administration

BRUNDAGE, DONALD H.
Adult Education

BURRILL, DONALD F.
Measurement, Evaluation, and Computer Applications

BYRNE, P. NIALL
Higher Education

CALLAWAY, WEBSTER R.
Special Education

CAPLAN, GERALD L.
History and Philosophy of Education

CARLOW, CHESTER D.
Curriculum

CASE, ROBBIE
Applied Psychology

CASH, LARRY*
Applied Psychology

CHRISTENSEN, CLIFFORD M.
Applied Psychology

CHURCHILL, STACY
Measurement, Evaluation, and Computer Applications

CLIPSHAM, JOHN
Curriculum

CONNELLY, F. MICHAEL
Curriculum

COOK, BARRY*
Applied Psychology

COURTNEY, RICHARD
Curriculum

CRESSY, GORDON*
Sociology in Education

DAVIDSON, IAIN
Special Education

DAVIE, LYNN E.
Adult Education

DAVINE, MEL*
Applied Psychology

DAVIS, JOHN E.
Educational Administration

DAY, DAVID*
Applied Psychology

D'OYLEY, VINCENT R.
Measurement, Evaluation, and Computer Applications

DRAPER, JAMES A.
Adult Education

DURELL, BRIAN A.*
Measurement, Evaluation, and Computer Applications

EFFRAT, ANDREW
Sociology in Education

EICHLER, MARGRIT
Sociology in Education

EISENBERG, JOHN A.
History and Philosophy of Education

ELLIS, M. DORMER
Adult Education

EULL, WILLIAM H.*
Applied Psychology

EVANS, ALVIN*
Applied Psychology

EVEN, ALEXANDER
Measurement, Evaluation, and Computer Applications

FALES, ANN W.
Adult Education

FARRELL, JOSEPH P.
Educational Planning

FENIGSTEIN, HENRY*
Applied Psychology

FILLION, BRYANT
Curriculum

FINLAYSON, GREGOR*
Applied Psychology

FITZGERALD, ROBERT E.*
Applied Psychology

FORD, WILLIAM*
Applied Psychology

FOWLER, WILLIAM
Applied Psychology

FRIEDMAN, RONALD J.
Applied Psychology

FULLAN, MICHAEL
Sociology in Education

GAMLIN, PETER
Applied Psychology

GARBER, MALCOLM
Special Education

GARRY, RALPH
Curriculum

GREENFIELD, T. BARR
Educational Administration

GRIFFIN, VIRGINIA R.
Adult Education

GULENS, VAL*
Applied Psychology

GUTTMAN, MARY A. JULIUS
Applied Psychology

HANDA, MADAN L.
Educational Planning

HANSEN, BERTRAND L.
Higher Education

HARRIS, ROBIN S.
Higher Education

HARVEY, EDWARD B.
Sociology in Education

HEAP, JAMES L.
Sociology in Education

HEDGES, HENRY G.
Curriculum

HENDERSON, S. B. KENT
Applied Psychology

HERMAN, REG*
Adult Education

HOCKLEY, JAMES S.
History and Philosophy of Education

HOLLAND, JOHN W.
Educational Planning

HOLMES, MARK
Educational Administration

HOPWOOD, ERIC W.*
Special Education

HOUSE, JOHN H.
Educational Administration

HUMPHREYS, EDWARD H.
Educational Planning

HUNDLEBY, JOHN D.*
Measurement, Evaluation, and Computer Applications

HUNT, DAVID
Applied Psychology

IRELAND, DAVID S.
Applied Psychology

IRONSIDE, DIANA J.*
Adult Education

KEETON, ANNE
Special Education

KERSHNER, JOHN R.
Special Education

KHAN, SAR B.
Measurement, Evaluation, and Computer Applications

KIDD, J. ROBY
Adult Education

KILBOURN, BRENT S.
Curriculum

KLARREICH, SAM*
Applied Psychology

KLUGER, JOSEPH H.
Applied Psychology

KOTHARE, UMESH
Applied Psychology

LAMERAND, RAYMOND
Measurement, Evaluation, and Computer Applications

LAPKIN, SHARON
Curriculum

LAWTON, STEPHEN B.
Educational Administration

LAXER, ROBERT M.
Applied Psychology

LAZAR, LEO*
Applied Psychology, Special Education

LEITHWOOD, KENNETH A.
Curriculum

LERNER, PAUL*
Applied Psychology

LEVIN, MALCOLM A.
History and Philosophy of Education

LEVINE, DAVID C.
History and Philosophy of Education

LINDSAY, PETER H.
Measurement, Evaluation, and Computer Applications

LIVINGSTONE, DAVID W.
Sociology in Education

LONG, J. ALAN
Applied Psychology

MACINTYRE, ROBERT B.
Special Education

MACLEOD, BETTY B.
Educational Planning

MAIDMAN, FRANK
Sociology in Education

MCCARTHY, JOHN R.
Educational Administration

MCDIARMID, GARNET L.
Curriculum

MCDONALD, RODERICK P.
Measurement, Evaluation, and Computer Applications

MCINNES, JOHN A.
Curriculum

MCLEAN, LESLIE D.
Measurement, Evaluation, and Computer Applications

MCLEAN, ROBERT S.
Measurement, Evaluation, and Computer Applications

MCLEOD, GERALD T.
Educational Administration

MEADE, EDWARD*
Applied Psychology

MIEZITIS, SOLVEIGA
Applied Psychology

MILLER, JOHN
Curriculum

MISGELD, DIETER
History and Philosophy of Education

MORRIS, RAY*
Applied Psychology

MORRIS, RICHARD*
Applied Psychology

MORRIS, TED*
Applied Psychology

MUNN, JOHN*
Applied Psychology

MUNNS, EVANGELINE*
Applied Psychology

MUSELLA, DONALD F.
Educational Administration

NARROL, HARVEY G.
Applied Psychology

NASH, B. CHRISTINE
Applied Psychology

NESBETH, EZRA
Adult Education

NISHISATO, SHIZUHIKO
Measurement, Evaluation, and Computer Applications

OLIVIER, WILLIAM P.
Measurement, Evaluation, and Computer Applications

OLSEN, E. CHRISTOPHER
History and Philosophy of Education

OLSON, C. PAUL
Sociology in Education

OLSON, DAVID R.
Applied Psychology

ORME, JESSIE ANN*
Applied Psychology

ORME, MICHAEL
Applied Psychology

PADRO, SUSAN
Educational Planning

PAITICH, DAN*
Applied Psychology

PALEF, SANDRA R.
Applied Psychology

PARRY, PENNY*
Applied Psychology

PASS, LARRY E.
Applied Psychology

PHILIPP, RUDOLPH*
Applied Psychology

PIERCE, RICHARD*
Measurement, Evaluation, and Computer Applications

PITT, CLIFFORD C.
Applied Psychology

POPP, LEONARD
Curriculum

POTVIN, ROBERT*
Applied Psychology

PRENTICE, ALISON
History and Philosophy of Education

PROUD, DONALD*
Applied Psychology

PRUETER, KENNETH F.
Curriculum

QUARTER, JACK
Applied Psychology

QUAZI, SAEED*
Educational Planning

RAGSDALE, RONALD G.
Measurement, Evaluation, and Computer Applications

RAINSBERRY, FREDERICK B.
Curriculum

REGAN, ELLEN M.
Curriculum

REICH, CAROL M.
Special Education

RENNER, VIVIAN
Applied Psychology

RIDEOUT, E. BROCK
Educational Administration

RIDGE, F. GERALD*
Educational Planning

RIDGLEY, BRIAN*
Applied Psychology

ROBBINS, MELVYN P.
Educational Administration

ROBERTS, DOUGLAS A.
Curriculum

ROBINSON, FLOYD G.
Curriculum

ROSS, JOHN A.
History and Philosophy of Education

ROTHMAN, ARTHUR I.
Measurement, Evaluation, and Computer Applications, and Higher Education

RUBENSTEIN, ARNOLD*
Applied Psychology

RUSSELL, H. HOWARD
Curriculum

RYAN, DORIS W.
Educational Administration

SCHERER, SHAWN*
Applied Psychology

SCOTT, GRAHAM F.*
Measurement, Evaluation, and Computer Applications

SCOTT, J. GLENN
Educational Administration

SELINGER, ALPHONSE D.
Educational Administration

SHANNON, HERB*
Applied Psychology

SHIPE, DOROTHY
Special Education

SILVER, HARVEY A.*
Adult Education

SILVERMAN, HARRY
Special Education

SILVERS, RONALD J.
Sociology in Education

SIMON, ROGER I.
Educational Administration

SMITH, DOROTHY
Sociology in Education

SMITH, FRANK
Curriculum

STERN, HANS H.
Curriculum

STINSON, ROBERT H.
Curriculum

SULLIVAN, EDMUND V.
Applied Psychology

SWAIN, MERRILL K.
Curriculum

THOMAS, ALAN M.
Adult Education

TOUGH, ALLEN M.
Adult Education

TRACZ, GEORGE S.
Educational Planning

TRAUB, ROSS E.
Measurement, Evaluation, and Computer Applications

TROPER, HAROLD M.
History and Philosophy of Education

TUCK, JAMES A.*
Special Education

USHER, BRIAN*
Applied Psychology

WAHLSTROM, MERLIN W.
Curriculum

WATSON, CICELY
Educational Planning

WEININGER, OTTO
Applied Psychology

WEISER, JOHN C.
Applied Psychology

WEISS, JOEL
Curriculum

WHITE, HEATHER ANN*
Applied Psychology

WILLIAMS, JOHN*
Applied Psychology

WILLIAMS, THOMAS R.
Educational Administration

WILSON, DAVID N.
Educational Planning

WINCHESTER, IAN
History and Philosophy of Education

WINE, JERI D.
Applied Psychology

WOLFE, RICHARD G.*
Measurement, Evaluation, and Computer Applications

WOLFGANG, AARON
Applied Psychology

YIELDING, DAVID*
Applied Psychology

YOUNG, GERALD*
Applied Psychology

---

*Associated Instructor

General Index

ACADEMIC CALENDAR v-viii
ACADEMIC STAFF 148-153
ACCOMMODATION 16-17
ADMINISTRATION; *see* EDUCATIONAL ADMINISTRATION
ADMINISTRATIVE OFFICERS xi-xii
ADMISSION, APPLICATION FOR
  After-hours classes 4
  M.A. and Ph.D. candidates 2-3
  M.Ed. and Ed.D. candidates 3-4
  Summer Session 4
ADMISSION REQUIREMENTS, GENERAL 20-29
ADMISSION REQUIREMENTS, DEPARTMENTAL; *see listing for departments*
ADULT EDUCATION, DEPARTMENT OF
  Admission requirements 32-35
  Courses 35-39
  Off-campus courses 33-34
  Programs 32-35
  Staff 31-32
  Specialization in Staff Training and Development - Developing Human Resources 32-33
  Certificate in Adult Education 33
  M.Ed. 33
  M.Ed. with specialization in Adult Education and Counseling 34
  M.A. 34
  Ed.D. 34-35
  Ph.D. 35
ADVANCE READING, SUMMER SESSION 4
AFTER-HOURS CLASSES, REGULAR SESSION 4
APPLICATION FOR ADMISSION; *see* ADMISSION, APPLICATION FOR
APPLIED PSYCHOLOGY, DEPARTMENT OF
  Admission requirements 44-54
  Courses 54-64
  Elective courses 54
  Programs 44-54
  Staff 41-44
  M.Ed. for Special Purposes 53
  M.Ed. for Special Purposes with an emphasis on Early Childhood Education 54
  M.Ed. for Special Purposes with an emphasis on Multicultural Studies 54
  Counseling:
    M.Ed. with specialization in Guidance and Counseling 47-48
    M.Ed. with specialization in Adult Education and Counseling 34
    Ed.D. (Counseling Psychology Option) 48-49
    Ph.D. (Counseling Psychology Option) 50-51
  Educational Psychology:
    M.Ed. (Educational Psychology) 44
    M.A. (Educational Psychology Option) 45
    Ed.D. (Educational Psychology Option) 45-46
    Ph.D. (Educational Psychology Option) 46-47
  School Psychology:
    M.A. (School Consultant Option) 51-52
    Ph.D. (School Psychology Option) 52-53
ASSEMBLY, INSTITUTE 1
ASSESSMENT OF ADMISSIBILITY 2-3
ASSISTANTSHIPS 12
ASSOCIATED INSTRUCTORS; *see* ACADEMIC STAFF
AUDIOVISUAL EQUIPMENT 15
AUDIOVISUAL LIBRARY 14
AWARDS 12-14
BOARD OF GOVERNORS ix-x
CANADIAN GOVERNMENT AWARDS FOR FOREIGN NATIONALS 14
CAREER COUNSELLING AND PLACEMENT CENTRE 15-16
CAREER SERVICES 15
CENTRAL ONTARIO CENTRE 5

COMPARATIVE AND INTERNATIONAL STUDIES IN EDUCATION 21

COMPUTER APPLICATIONS; *see* MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS
  Courses 118-124
  Programs 116-118
  Staff 115-116

COMPUTER FACILITIES 15

CONSULTANT, SCHOOL; *see* APPLIED PSYCHOLOGY

COUNSELING; *see* ADULT EDUCATION *and* APPLIED PSYCHOLOGY

COURSE CHANGES IN STUDENT PROGRAMS 9

COURSE AND HALF-COURSE: DEFINITIONS 20

COURSE, INDIVIDUAL READING AND RESEARCH 21

COURSE DESCRIPTIONS; *see listing for departments*

CURRICULUM, DEPARTMENT OF
  Admission requirements 66-70
  Courses 70-80
  Modern Language Centre 70
  Off-campus courses 68
  Programs 66-70
  Staff 65-66
  M.Ed. 67
  M.Ed. for Special Purposes 68
  M.Ed. for Special Purposes with emphasis on Early Childhood Education 68
  M.A. 68
  Ed.D. 68-69
  Ph.D. 69-70

DEADLINES FOR APPLICATION FOR ADMISSION 3-4

DEADLINES, MISCELLANEOUS; *see* ACADEMIC CALENDAR

DEFINITION OF FULL-TIME RESIDENCE 29

DEGREES, GENERAL REQUIREMENTS
  M.Ed. 23-24
  M.Ed. for Special Purposes 24
  M.A. 24-26
  Ed.D. 26-27
  Ph.D. 27-28

DOCTOR OF EDUCATION 26-27

DOCTOR OF PHILOSOPHY 27-28

DUAL REGISTRATION 11

EARLY CHILDHOOD EDUCATION; *see* APPLIED PSYCHOLOGY

EARLY CHILDHOOD EDUCATION; *see* CURRICULUM

EDUCATIONAL ADMINISTRATION, DEPARTMENT OF
  Admission requirements 82-86
  Courses 86-91
  Off-campus courses 84
  Programs 82-86
  Staff 81-82
  Certificate Program in School Management 82-83
  M.Ed. 83-84
  Ed.D. 84-85
  M.A.-Ph.D. 85-86

EDUCATIONAL INFORMATION SYSTEM FOR ONTARIO (EISO) 14-15

EDUCATIONAL PLANNING, DEPARTMENT OF
  Admission requirements 94-95
  Courses 95-101
  Programs 94-95
  Staff 93-94
  M.Ed. 94
  M.A. 94
  Ed.D. 94-95
  Ph.D. 95

EDUCATIONAL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY

EMERGENCY STUDENT LOANS 14

ENGLISH LANGUAGE TESTS 7

EXAMINATIONS AND GRADES 8-9

FACULTY 148-153

FEES 10-12
  Dual registration fee for M.A. and Ph.D. candidates 11
  Full-time students: M.Ed., M.A., Ed.D., and Ph.D. 10-11
  Late payment fee 11
  Part-time students 11
  Rebate of fees 12
  Reregistration fee for M.Ed., M.A., Ed.D., and Ph.D. candidates 11

Students' Administrative Council
  fee 12
Summer Session students 11

FELLOWSHIPS 12-14

FIELD DEVELOPMENT 5-6

FINANCIAL AWARDS 12-14

FOREIGN STUDENTS 18

FRANCO-ONTARIAN STUDIES 6-7

FULL-TIME STUDY: DEFINITION 29

GENERAL INFORMATION 2-19

GOVERNORS, BOARD OF ix-x

GRADES 8-9

GRADUATE RECORD EXAMINATIONS 8

GRADUATE STUDENTS' ASSOCIATION 18-19

GUIDANCE AND COUNSELING; *see* APPLIED PSYCHOLOGY

HART HOUSE 16

HEALTH SERVICE 16, 18

HIGHER EDUCATION GROUP
  Admission requirements 143-145
  Courses 145-147
  Programs 143-145
  Staff 143
  M.Ed. 144-145
  M.A. 145
  Ed.D. 145
  Ph.D. 145

HISTORY AND PHILOSOPHY OF EDUCATION, DEPARTMENT OF
  Admission requirements 104-106
  Courses 106-114
  Programs 104-106
  Staff 103-104
  M.Ed. with specialization in History and/or Philosophy of Education 104-105
  M.A. with specialization in History and/or Philosophy of Education 105
  Ed.D. with specialization in History and/or Philosophy of Education 105-106
  Ph.D. with specialization in History and/or Philosophy of Education 106

INDIVIDUAL READING AND RESEARCH COURSES 21

INDIVIDUALIZED PROGRAMS AND INTERDISCIPLINARY OPPORTUNITIES 21-23

INQUIRIES, GENERAL 2-4

INTERDEPARTMENTAL PROGRAMS 23

INTERDISCIPLINARY SPECIALIZATION 21-23

INTERNATIONAL AND COMPARATIVE STUDIES IN EDUCATION 21

INTERNATIONAL STUDENT CENTRE 18

INTERNATIONAL STUDENTS 18

INTERNATIONAL STUDENTS' ASSOCIATION, OISE 19

LANGUAGE: LINGUISTICS, SECOND-LANGUAGE LEARNING; *see* MODERN LANGUAGE CENTRE

LIBRARY 14

LIVING ACCOMMODATION 16, 17

MASTER OF ARTS 24-26

MASTER OF EDUCATION 23-24

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS, DEPARTMENT OF
  Admission requirements 116-118
  Courses 118-124
  Off-campus courses 118
  Programs in Measurement and Evaluation 116-118
  Programs in Computer Applications 117-118
  Staff 115-116

MEDICAL SERVICES 16, 18

MIDNORTHERN CENTRE 5

MIDWESTERN CENTRE 5

MILLER ANALOGIES TEST 7-8

MODERN LANGUAGE CENTRE 70

MULTICULTURAL STUDIES IN EDUCATION 22

NIAGARA CENTRE 5

NON-CREDIT SEMINARS AND CONFERENCES 7

NORTHEASTERN CENTRE 6

NORTHWESTERN CENTRE 5

OFF-CAMPUS COURSES 4-5
  Adult Education 31-32
  Curriculum 65-66

Educational Administration 81-82
Measurement, Evaluation, and Computer Applications 115
Sociology in Education 125

OISE CAREER SERVICES 15
OTTAWA VALLEY CENTRE 6
OVERSEAS STUDENTS 18, 19
PART-TIME STUDY 3-4
PHILOSOPHY OF EDUCATION; *see* HISTORY AND PHILOSOPHY OF EDUCATION
PLANNING; *see* EDUCATIONAL PLANNING
PREPARATORY READING, SUMMER SESSION 4
PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
PUBLICATION DIVISION 15
QUALIFYING RESEARCH PAPER 26
REGIONAL FIELD CENTRE ADDRESSES; *see* FIELD DEVELOPMENT
REGISTRATION 4
RESEARCH AND DEVELOPMENT STUDIES 6
RESIDENCE FACILITIES 16, 17
SCHOLARSHIPS 12-14
SCHOOL CONSULTANT; *see* APPLIED PSYCHOLOGY
SCHOOL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY

SOCIOLOGY IN EDUCATION, DEPARTMENT OF
  Admission requirements 126
  Courses 126-133
  Off-campus courses 126
  Programs 126
  Staff 125
SPECIAL EDUCATION, DEPARTMENT OF
  Admission requirements 136-138
  Courses 138-141
  Programs 136-138
  Staff 135
  M.Ed. 136
  M.A. 136-137
  Ed.D. 137
  Ph.D. 137-138
SPECIAL PURPOSES M.ED. 24
SPECIAL STUDENTS 28-29
SPECIALIZATION IN STAFF TRAINING AND DEVELOPMENT — DEVELOPING HUMAN RESOURCES; *see* ADULT EDUCATION
STAFF, ACADEMIC 148-153
STUDENT FINANCIAL AWARDS 12-14
SUMMER SESSION 4
TRANSCRIPTS 10
TRENT VALLEY CENTRE 5
TUITION FEES; *see* FEES
WESTERN ONTARIO CENTRE 5
WOMEN'S STUDIES 22

DEPARTMENTS' FLOOR LOCATIONS

Adult Education, *7*
Applied Psychology, *9*
Curriculum, *10*
Educational Administration, *7*
Educational Planning, *6*
History and Philosophy of Education, *8*
Measurement, Evaluation,
and Computer Applications (MECA), *8*
Sociology in Education, *6*
Special Education, *4*

Higher Education, *9*

INQUIRIES

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

OISE
BULLETIN 1978/79

Graduate Degrees in Education
University of Toronto/The Ontario Institute
for Studies in Education

OISE Bulletin
1978/79

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

The OISE Bulletin is published annually by the Office of the Coordinator of Graduate Studies under the direction of Dr. Lynn E. Davie, Patricia A. Buitenhuis, and Kathy Ingham. The Bulletin for 1978/79 was produced on the DECSYSTEM-10 text processing system developed by Stan Voyce of the Computing Services Group. Programming assistance by Janet Read and Peter Laengert. The document was initially entered on the computer by Leslie Whittaker of the Office of the Coordinator of Graduate Studies and subsequently edited and formatted by Catherine Cragg of the Publication Division. Photocomposition by Mono Lino Typesetting Company Limited. Printed by Bryant Press Limited.

Contents

Academic Calendar: 1978/79 1
Board of Governors 5
Administrative Officers 7
The Ontario Institute for Studies in Education 9

General Information 10

Application for Admission 10
Registration for All Programs 12
Admission Tests, Examinations, and Grades 16
Fees and Student Financial Awards 19

General Requirements for Degrees 30

Courses of Instruction 30
Interdepartmental, Interdisciplinary, and Special Purpose Programs in Educational Theory 31
Master of Education 38
Master of Education for Special Purposes 39
Master of Arts 40
Doctor of Education 42
Doctor of Philosophy 43

ADULT EDUCATION 46

APPLIED PSYCHOLOGY 56

CURRICULUM 81

EDUCATIONAL ADMINISTRATION 100

EDUCATIONAL PLANNING 111

HIGHER EDUCATION GROUP 120

HISTORY AND PHILOSOPHY OF EDUCATION 126

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS (MECA) 139

SOCIOLOGY IN EDUCATION 150

SPECIAL EDUCATION 161

Academic Staff 169

Index 175

1978

JANUARY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

JULY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1979

JANUARY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

FEBRUARY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

Sun	*Mon*	*Tues*	*Wed*	*Thur*	*Fri*	*Sat*
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Academic Calendar

1978

February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1978/79 Regular Session (full-time students only). *Note:* While applications will be received after this date, no guarantee of either a possible admission or eventual receipt of financial award can be made
February 1	Application for Admission forms for the Summer Session available from this date
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Final date for submitting Application for Admission forms for the 1978 Summer Session. *Note:* Applicants for admission to the part-time M.Ed. program in the Departments of Applied Psychology (Adult Education and Counselling, and Guidance and Counselling) and Special Education in either the Summer Session or the Regular Session must apply by this date
March 20–23	Midwinter break in the Ontario school system (OISE classes cancelled)
March 24	Good Friday (offices closed, classes cancelled)
March 27	Easter Monday (offices closed, classes cancelled)
April 7	Last day of lectures, Regular Session
April 10, 11	Examinations, Regular Session
April 17	Application for Admission forms for the 1978/79 Regular Session available from this date (part-time students only)
April 20	First submission date of 1977/78 second term and full year course grades (final deadline for Standing Deferred grades, January 21, 1979)
April 25*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 22	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
June 1	Final date for

	submitting Application for Admission forms for the 1978/79 Regular Session (part-time students only); this date applies to courses for both the first and second terms of the 1978/79 Regular Session. Maximum enrolment may be reached in some classes before this date (see note under March 1)
July 1	Dominion Day
July 4	Summer Session Registration
July 5	First day of lectures, Summer Session
July 7	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged
July 15	Deadline for course changes in Summer Session
August 7	Civic Holiday (offices closed, classes cancelled)
August 11	Last day of lectures, Summer Session
August 14, 15	Examinations, Summer Session
September 4	Labour Day (offices closed)
September 6	Regular Session Registration (full-time students only)
September 11	Lectures begin
September 11-14	Regular Session Registration (part-time students) 3:30 p.m.–7:00 p.m.
September 14	Fees: If Regular Session fees are not received by this date, students must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20
September 30	First submission date for 1978 Summer Session course grades (final deadline for Standing Deferred grades, September 30, 1979)
September 30	Final deadline for 1977/78 first term courses with Standing Deferred grades
October 6*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 6*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 9	Thanksgiving Day (offices closed, classes cancelled)
October 15	Final date for changing first term and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 20†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)

November 12	Final date for withdrawing from first term courses without academic penalty
December 8	Last day of lectures of first term courses
December 11, 12	Examinations in courses completed in the first term of the Regular Session

---

1979

January 3	Courses for the second term of the Regular Session begin
January 15	Final instalment of M.A. and Ph.D. fees (without further notice)
January 21	First submission date for 1978/79 first term courses (final deadline for Standing Deferred grades, September 30, 1979)
January 21	Final deadline for 1977/78 second term and full year courses with Standing Deferred grades
January 23*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 23*	Final date for submitting recommendations for M.A. degrees to be awarded at the February meeting of the Governing Council
January 28	Final date for changing second term courses
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Admission forms and applications for Student Financial Awards, together with all pertinent documentation, for the 1979/80 Regular Session (full-time students only). *Note:* While applications will be received after this date, no guarantee of either a possible admission or eventual receipt of financial award can be made
February 1	Application for Admission forms for the Summer Session available from this date
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Final date for submitting Application for Admission forms for the 1979 Summer Session. *Note:* Applicants for admission to the part-time M.Ed. program in the Departments of Applied Psychology (Adult Education and Counselling, and Guidance and

	Counselling) and Special Education in either the Summer Session or the Regular Session must apply by this date
March 19–23	Midwinter break in the Ontario school system (OISE classes cancelled)
April 6	Last day of lectures, Regular Session
April 9, 10	Examinations, Regular Session
April 13	Good Friday (offices closed)
April 16	Easter Monday (offices closed)
April 17	Application for Admission forms for the 1979/80 Regular Session available from this date (part-time students only)
April 20	First submission date for 1978/79 second term and full year course grades (final deadline for Standing Deferred grades, January 21, 1980)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 21	Victoria Day (offices closed)
June	Spring Convocation (to be announced)
June 1	Final date for submitting Application for Admission forms for the 1979/80 Regular Session (part-time students only); this date applies to courses for both the first and second terms of the 1979/80 Regular Session. Maximum enrolment may be reached in some classes before this date (see note under March 1)

*The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

†Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1978)

Chairperson:
SAMUEL L. G. CHAPMAN, *B.A.*

Vice-Chairperson:
TAYLOR H. EVANS, *B.Sc., M.Sc., Ph.D., F.C.I.C.*

Secretary-Treasurer:
CLIFFORD C. PITT, *B.A., B.Paed., M.A., Ph.D.*

Members:
Representatives of Teacher-Training Institutions:
JAMES T. ANGUS, *B.A., M.Ed., Ph.D.*
Dean of the Faculty of Education, Lakehead University
PETER J. ATHERTON, *B.A., Ph.D.*
Dean of the College of Education, Brock University
BERNARD J. SHAPIRO, *B.A., M.A.T., Ed.D.*
Dean of the Faculty of Education, University of Western Ontario

Representatives of the University of Toronto:
DONALD G. IVEY, *B.A., M.A., Ph.D.*
Professor of Physics
JOHN C. RICKER, *B.A., M.A.*
Dean of the Faculty of Education

Representatives of the provincially assisted universities and colleges of Ontario:
ALWYN BERLAND, *M.A., M.Litt.*
Dean of the Faculty of Humanities, McMaster University
WILLIAM B. DUNPHY, *B.A., M.A., Ph.D.*
Professor of Philosophy, St. Michael's College

Representatives of the Ontario Ministry of Education:
MARY R. BARCLAY, *B.A., B.Ed.*
Director, Budget Services Branch
CHARLOTTE LEMIEUX, *B.A., M.Ed.*
Education Officer, Research and Evaluation Branch
SYLVIA M. MCPHEE, *B.A.*
Education Officer, Supervision and Legislation Branch
GEORGE R. PODREBARAC, *B.A., M.Ed.*
Principal, Ontario Teacher Education College – Hamilton

Representatives of the Ontario Teachers' Federation:
JEAN J. ACETI, *B.A., M.Ed.*
Department Head, Teacher, Garson-Falconbridge Secondary School, Garson
JOHN GIRHINY, *B.A., M.Sc., Ph.D.*
Dean of Program, Saint Thomas More Comprehensive School, Hamilton
WILLIAM A. JONES, *B.A., M.Ed.*
Secretary-Treasurer, Ontario Teachers' Federation
ERNEST W. LEE, *B.A., M.Ed.*
Principal, Drewry Public School, Willowdale
EUGENE R. TOUCHETTE, *B.A., M.Ed.*
Principal, H. Beriault Intermediate School, Vanier
ISABEL B. WARD, *B.A., B.Ed., M.Ed.*
Principal, General Lake Public School, Petawawa

Representatives of the Ontario School Trustees' Council:
HAROLD E. CROWDER,
Sault Ste. Marie Board of Education
HERVE CYR, *B.Paed., M.A.*
Ottawa Separate School Board
TAYLOR H. EVANS, *B.Sc., M.Sc., Ph.D., F.C.I.C.*

Wellington County Board of Education
REV. CARL MATTHEWS, S.J. *B.A., M.Ed.*
Metropolitan Separate School Board, Toronto

Representatives of Provincial Associations of Directors of Education, School Superintendents, and Supervisory Officers:
SAMUEL L. G. CHAPMAN, *B.A.*
Director of Education, York County Board of Education, Aurora
DUNCAN GREEN, *B.A.*
Director of Education, Toronto Board of Education
JOSEPH PACE, *B.A., M.Ed.*
Director of Education, Lambton County Separate School Board

Residents of Ontario:
BARRIE-ANN BERGSMA, *B.A.*
Private citizen, St. Catharines
NANCY ERICKSON, *B.A.*
Private citizen, Thunder Bay
ELISE GROSSBERG, *M.A.*
Chairman, Languages of Instruction Commission of Ontario
EUGENE E. JACOBS, *B.Comm.*
President, Jacobs & Thompson Ltd.
DAVID B. MEYNELL, *B.A., LL.B., Q.C.*
Director, William M. Mercer Ltd.

Administrative and instructional staff of the Institute:
STACY CHURCHILL, *Ph.D.*
Coordinator of Research and Development Studies
JOHN W. HOLLAND, *B.A., M.S., Ph.D.*
Associate Professor, Department of Educational Planning
JOHN R. MALLEA, *M.S., Ph.D.*
Assistant Director (Academic)
MICHAEL L. SKOLNIK, *B.Phil.*
Assistant Director (Administration)

Director:
CLIFFORD C. PITT, *B.A., B.Paed., M.A., Ph.D.*

Administrative Officers

THE UNIVERSITY OF TORONTO

JOHN R. EVANS, *M.D., D.Phil., F.R.C.P.(C), LL.D.*
President

ROBERT H. BLACKBURN, *M.S., LL.D.*
Chief Librarian

SCHOOL OF GRADUATE STUDIES THE UNIVERSITY OF TORONTO

JAMES M. HAM, *Sc.D., F.I.E.E.E.*
Graduate Dean

DONALD P. KERR, *Ph.D.*
Associate Dean, Division II (including Educational Theory)

JEAN E. GORDON, *B.A.*
Secretary

VIRGINIA ACLAND, *M.P.H.*
Divisional Secretary (Educational Theory)

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

CLIFFORD C. PITT, *Ph.D.*
Director

JOHN R. MALLEA, *Ph.D.*
Assistant Director (Academic)

MICHAEL L. SKOLNIK, *B.Phil.*
Assistant Director (Administration)

OFFICE OF THE COORDINATOR OF GRADUATE STUDIES

CLIVE M. BECK, *Ph.D.*
Coordinator of Graduate Studies and Chairperson, University of Toronto Graduate Department of Educational Theory

LYNN E. DAVIE, *Ph.D.*
Assistant Coordinator of Graduate Studies

ANDREW EFFRAT, *Ph.D.*
Assistant Coordinator of Graduate Studies

MARGARET HAMBLY, *B.A.*
Registrar

PATRICIA A. BUITENHUIS
Administrative Officer

GAYE E. FULLER, *B.A.*
Administrative Officer

JOYCE W. WOOD
Administrative Officer

OTHER ADMINISTRATIVE OFFICERS OF THE INSTITUTE

MARK HOLMES, *Ph.D.*
Coordinator of Field Development

STACY CHURCHILL, *Ph.D.*
Coordinator of Research and Development Studies

Department Chairpersons

ALAN M. THOMAS, *Ph.D.*
Adult Education

CLIFFORD M. CHRISTENSEN, *Ph.D.*
Applied Psychology

KENNETH A. LEITHWOOD, *Ph.D.*
Curriculum

EDWARD S. HICKCOX, *Ed.D.*
Educational Administration

JOSEPH P. FARRELL, *Ph.D.*
Educational Planning

IAN WINCHESTER, *D.Phil.*
History and Philosophy of Education

WILLIAM P. OLIVIER, *Ph.D.*
Measurement, Evaluation, and Computer Applications

MICHAEL FULLAN, *Ph.D.*
Sociology in Education

CAROL M. REICH, *Ph.D.*
Special Education

Higher Education Group Chairperson

CHARLES E. PASCAL, *Ph.D.*

Division Heads

JOHN R. MAIN, *B.Ed.*
Head, Publication Division
ROBERT J. BUCKLEY, *M.B.A.*
Superintendent, Finance
SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian

Field Development Centre Heads

H. HOWARD RUSSELL, *Ed.D.*
OISE Central Ontario Centre
PETER J. EVANS, *M.A.*
OISE Midnorthern Centre
JOHN DAVIS, *Ph.D.*
OISE Midwestern Centre
HENRY G. HEDGES, *Ed.D.*
OISE Niagara Centre
FLOYD WHITE, *M.Ed.*
(Acting Head) OISE Northeastern Centre
MARGARET TWOMEY, *M.Ed.*
OISE Northwestern Centre
DAVID S. IRELAND, *Ph.D.*
OISE Ottawa Valley Centre
DAVID W. BRISON, *Ed.D.*
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is charged with responsibilities both as a graduate school of education and as a research and development institute in the field of education, including activities for the dissemination of the results of educational studies. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the centre of Toronto within the confines of the University campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the new Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6,500 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrolment numbers about 600, of whom more than half are candidates for doctoral degrees.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up five standing committees to recommend policy in the areas of budget, graduate studies, research and development, administration and communications, and field development. Most relevant to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, and five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairperson of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. CANDIDATES

1. For information and OISE Application for Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

Mrs. P. A. Buitenhuis
Office of the Coordinator of
Graduate Studies, OISE
252 Bloor St. W.
Toronto, Ontario M5S 1V6

2. Requests for evaluation of admissibility should be accompanied by the following:

(a) three official transcripts, bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) where applicable, three copies of documents attesting to professional education, teacher certification, and experience;

(c) a score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);

(d) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (see departmental section);

(e) at least two letters of reference to support the application (see departmental section): use forms entitled Letter to Support Application for Admission and/or Student Financial Award, obtainable from Mrs. P. A. Buitenhuis referred to under (1) above;

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(g) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. See page 16.

3. Many applicants for admission as full-time students may also be applying for a Student Financial Award (see pages 22 to 23). Since the first step in considering applications for a Student Financial Award is an assessment of admissibility, it is not necessary to request such an assessment again if it has already been submitted.

4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies admission criteria, and the OISE department wishes to recommend

acceptance, it will write the student to this effect in April, but it should be understood that this is a recommendation only. Enclosed with the Institute's letter will be a set of School of Graduate Studies Application for Admission forms. These School of Graduate Studies forms, together with an application fee of $10 (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order, should be returned *not* to the Institute, but to:

The Secretary
School of Graduate Studies
University of Toronto
63 St. George St.
Toronto, Ontario M5S 1A1

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.

7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which admission has been granted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all full-time degree programs must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1978/79 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of either possible admission to full-time study or eventual receipt of financial award can be made. Many students accepted to a program may wish, or be expected, to commence in the 1978 Summer Session. At the time of tentative acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information.

An M.A. candidate in the Department of Educational Theory wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If students are unable to attend the session for which they have been accepted, but wish to postpone their acceptance to a later session, they must reapply and compete again with all other applicants for the later session.

M.ED. AND ED.D. CANDIDATES

Full-time M.Ed. and Ed.D.

Applicants must follow the procedures detailed above under sections 1, 2, and 3 of the subheading "M.A. and Ph.D. Candidates." Potential Ed.D. applicants planning to commence their program on either a full-time or a part-time basis or wishing an assessment of admissibility should follow these procedures also.

Ed.D. applicants should note that the process of application assessment and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines.

All applications must be accompanied by a $10 application fee (certified cheque or money order only and made out to the University of Toronto in Canadian funds).

Part-time Ed.D.

Applicants must follow the procedures outlined under the subheading "Full-time M.Ed. and Ed.D." Please note that although the Ed.D. in some OISE departments may be commenced on a part-time basis, a full year of resident study must be undertaken before completion of the degree.

Part-time M.Ed.
All inquiries pertaining to part-time M.Ed. study and requests for Application for Admission forms should be addressed to:

Miss M. Hambly
Office of the Coordinator of
Graduate Studies, OISE
252 Bloor St. W.
Toronto, Ontario M5S lV6

The completed forms should be returned to the Office of the Coordinator of Graduate Studies together with the application fee of $10 (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order.

The forms for the 1978 Summer Session will be available *February 1* and must be returned before *March 1.* Applicants for admission to the part-time M.Ed. program in the Departments of Applied Psychology (Adult Education and Counselling, and Guidance and Counselling) and Special Education commencing in either the Summer Session or the Regular Session must apply by this date also.

The forms for the 1978/79 Regular Session for part-time students (daytime and after-hours), other than in Departments noted in previous paragraph, will be available by *April 15* and must be submitted before *June 1.* (This date is absolutely final for courses to be taken in the second term, beginning in January, as well as for those to be taken in the first term.)

Part-time M.Ed. applicants are only required to submit items as outlined on pages 10 and 11 under number 2*(a)*, *(b)*, *(e)*, *(f)*, and *(g)*; but in the case of *(e)*, the letters need not be the official forms. Please refer to the departmental sections for possible further documentation and requirements.

REGISTRATION

Students will be notified of registration procedures at a later date.

STUDY IN SUMMER SESSION

While March 1 is the last date for receiving applications for enrolment in the Summer Session, students would be well advised to enrol before that date since enrolment in most classes is limited. On this account, February 1 to March 1 has been established as a period of advance enrolment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors. The deadline for instructors to submit grades to the OISE Office of Graduate Studies for Summer Session courses is September 30 or any time after that date until September 30 of the following year. ("Deadlines," page 18.) Final grades will be mailed to students as early in November as possible.

Students may enrol for not more than two half-courses in any one Summer Session. This constitutes a full-time course load and hence the student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week could undertake one half-course if the class hours can be accommodated along with the working hours.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1978/79 Regular Session, it

is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those not fully employed may be able to take more than one half-course in each term.

June 1 will be the last day for receiving applications for enrolment in these after-hours courses; this date applies to courses for both the first and second terms of the 1978/79 Regular Session.

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the University of Toronto M.Ed. degree as described previously. Courses are currently being offered in Barrie, Belleville, Brantford, Hamilton, Kitchener–Waterloo, London, Niagara, North Bay, Orillia, Parry Sound–Muskoka, Peterborough, Sault Ste. Marie, Sudbury, Timmins, and Welland.

Some of the course requirements for the M.Ed. degree must be completed through on-campus study. For details and plans concerning the courses likely to be offered at the existing off-campus centres, please consult the departmental section of this Bulletin or the course schedule.

FIELD DEVELOPMENT

The purpose of Field Development is to provide direct assistance to education in Ontario, particularly to schools. OISE's Office of Field Development comprises an administrative office in the OISE building in Toronto, and nine regional field centres. The office is also responsible for publication of OISE's teacher journal, *Orbit*.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But the Institute as a whole is committed to field development work and many academic departments of the Institute are heavily involved in Field Development. Field centres make an important contribution to Graduate Studies (by helping with the development of off-campus courses) and to Research and Development (through local research projects). Joint projects are increasingly common, with Field Development helping Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than three or four people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; examining the effect of different timetable arrangements, especially semestering; developing a series of criterion-referenced tests in reading and writing; promoting the use of paraprofessionals and parent volunteers in schools; examining leadership roles with school staffs and administrators; producing, evaluating, and distributing inquiry-training and problem-solving materials; and developing intermediate-level tests of objectives as laid down in provincial guidelines.

The Office of Field Development's regional field centres are listed below:

Central Ontario Centre
OISE
252 Bloor Street West
11th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 223

Midnorthern Centre
295 Victoria Street
Sudbury, Ontario P3C 1K5
Telephone: 705-675-6491

Midwestern Centre
Victoria School
Joseph Street
Kitchener, Ontario N2G 1J2
Telephone: 519-579-0780

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558

Northeastern Centre
269 Main Street West
North Bay, Ontario P1B 2T8
Telephone: 705-472-6611
Timmins Office:
P.O. Box 1020
Timmins, Ontario P4N 7H7
Telephone: 705-267-1151, Ext. 24

Northwestern Centre
Central School Resource Centre
10 South Algoma Street
Thunder Bay "P", Ontario P7B 3A7
Telephone: 807-344-5764

Ottawa Valley Centre
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561

Trent Valley Centre
R.R. No. 3
Peterborough, Ontario K9J 6X4
Telephone: 705-742-8827

Western Ontario Centre
247 Epworth Avenue
London, Ontario N6A 2M2
Telephone: 519-433-2631

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the discipline-based programs of academic departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, as well as in journals edited and/or published at the Institute (*Interchange, Curriculum Inquiry, Orbit*).

The Office of Research and Development Studies has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* support for the committee which determines Institute priorities for research and development work and the procedures that determine which projects will receive internal funds; *(b)* conducting (in cooperation with the Office of Field Development) the internal review of project proposals; *(c)* negotiation of contracts and grants, and administration of externally-funded projects; *(d)* administration of large projects that involve personnel from several academic departments; and *(e)* provision of information services, consultation related to external funding (including applications for student research grants and fellowships), and assistance with project design.

Students may participate, where appropriate, in both internally and externally funded projects.

A portion of available "internal" funds is reserved for small-scale projects, for which decisions are made within individual academic departments. Both staff and students may submit small-scale proposals.

The current research and development program is described in an annual publication, *Research and Development Projects in The Ontario Institute for Studies in Education.*

FRANCO-ONTARIAN STUDIES

In 1972 a Franco-Ontarian section was established within the Institute to encourage and undertake work to meet the needs of the French-language community in the province.

A number of projects have been undertaken to date under priorities established by an advisory committee representative of interested groups within the province, and ratified by the Institute's Research and Development Standing Committee. In each region, local bodies have participated in the formulation of project objectives, and resource people drawn from schools, school boards, and universities have collaborated to bring the projects to fruition. Opportunities are available to French-speaking students and staff for in-service training and collaboration in curriculum development. In 1977, the section became the Franco-Ontarian Centre.

Although the Franco-Ontarian Centre has put most of its energies into research and development, increasing priority will be given to field development (the Centre is located in the Office of Field Development) and to graduate studies. However, the graduate studies courses are few in number and no student could ordinarily undertake a program of study with the expectation that all, or even a major part of it, could be completed in French.

For the purpose of assisting French-speaking students, bilingual advisors have been identified in different academic departments. The following persons, holding cross-appointments to or employed in the Franco-Ontarian Centre, may be consulted regarding study programs: S. Churchill, Office of Research and Development; J. S. Hockley, History and Philosophy of Education; R. Lamerand, Franco-Ontarian Centre; D. W. Livingstone, Sociology in Education; L. D. McLean, Measurement, Evaluation, and Computer Applications; R. Mougeon, Franco-Ontarian Centre; E. B. Rideout, Educational Administration; and E. V. Sullivan, Applied Psychology.

Students should consult with a member of the Franco-Ontarian Centre if they have received approval from the Office of the Coordinator of Graduate Studies to write their theses in French.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must take an English language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended from either of the following:

English Language Institute
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing Service
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Department of MECA of OISE will administer this test on the dates given below. Application forms for the test can be obtained from the MAT Officer, Department of MECA, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer ten days before the test date.

Only those who have applied or are planning to apply for admission to OISE will be eligible to write the Miller Analogies Test at the following times in 1978:

January 21	Saturday	2:00 p.m.
February 4	Saturday	2:00 p.m.
March 4	Saturday	2:00 p.m.
March 21	Tuesday	2:00 p.m.
March 23	Thursday	2:00 p.m.
April 6	Thursday	6:15 p.m.
May 9	Tuesday	2:00 p.m.
May 22	Monday	2:00 p.m.
June 10	Saturday	2:00 p.m.
July 20	Thursday	5:00 p.m.
August 2	Wednesday	9:30 a.m.
November 11	Saturday	2:00 p.m.
December 2	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telphone: 978-3398 and 978-5340), for permission to take this test.

Applicants not living in the Toronto area should contact the testing centre of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, for the address of the nearest testing centre.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is

English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examination test centres and dates are given in the *GRE 1977–78 Information Bulletin,* which may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955-R, Princeton, New Jersey 08540, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special centre.

EXAMINATIONS AND GRADES

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and F, which have the following meanings attached to them:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A+, A, A–, B+, B, B–, or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A–	7 points
B+	6 points
B	5 points
B–	4 points

In addition to letter grades instructors will, at the request of the student, provide the student and the Office of the Coordinator of Graduate Studies with a written appraisal of the student's scholarly performance in a course for inclusion in the student's file. These written appraisals will be made available to external agencies or institutions by the Office of the Coordinator of Graduate Studies only if the student so requests. Conferences between the professor and student concerning the final grade in a course are to be held at the request of either student or professor.

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. If a student fails in a course which is considered by the home department to be vital to the main content of the program, then the student must repeat that course in order to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 12 is the last day to withdraw without academic penalty for first term courses and February 25 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. If a course is dropped after these dates it will remain on the transcript as a permanent "incomplete." There can be no changes – additions, deletions, substitutions – after the above dates. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

As of September 1977 the following deadlines are in effect for grade submissions.

First Term: First term (Fall) half-course grades or "standing deferred" designations due January 21. Final date is September 30 for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Second Term: Second term (Spring) half-course, full year half-course, and full course grades due April 20. Final date is January 21 for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Summer Session: Summer Session course grades or "standing deferred" designations due September 30. Final date is September 30 of the following year for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Once a permanent "incomplete" has been submitted it will remain that way on a transcript forever.

Only in very rare circumstances would an extension beyond the final deadline dates be considered. An appeal for such an extension should be made to the student's home department first, which in turn must support the request when it comes to the Graduate Studies Office; it would then be forwarded to the School of Graduate Studies for approval.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of the Coordinator of Graduate Studies is notified by the appropriate dates of any changes in courses, of grades assigned by instructors, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of the Coordinator of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $1.50 is charged and 50 cents for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears.

FEES

Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed on page 21, are subject to change by the Governing Council of the University of Toronto. Payment of fees does not constitute registration.

All new Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. This must be either a certified cheque or a money order, and is not refundable. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FOREIGN STUDENT FEES

Tuition fees for students who are not Canadian citizens or landed immigrants, except those listed below, are $1,950 per annum for full-time students. Following completion of residence requirements, students must pay a re-registration fee of $600 each year to the completion of their program.

The exceptions are as follows:

1. Full-time students who are in Canada on the basis of a diplomatic visa or temporary work visa of a parent or guardian (this exemption does not apply to a spouse of someone holding such a visa).
2. Students sponsored and financially assisted by the Canadian International Development Agency (including the Commonwealth Fellowships and Scholarships program), or by the International Development Research Centre, or by any program of financial assistance to students under an aid program of the United Nations or its agencies provided such a program is recognized and directly or indirectly assisted by the Government of Canada.
3. A person enrolled under a cultural exchange agreement between the Government of Canada and the government of another country.

Please check with the Office of the Coordinator of Graduate Studies if there is any doubt as to whether your circumstances qualify you for an exemption from the Foreign Student Fees. Where the exemptions apply, the tuition fee for a student shall be the same as that for Canadian students and landed immigrants.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of a University of Toronto M.A. in Educational Theory, and if all requirements for that degree have not been satisfied in time for the Fall Convocation, then the candidate must pay an additional fee of $225 for dual registration. It is only under the most exceptional circumstances, and then only when prior arrangements have been agreed upon at the time of acceptance to a degree program, that a student will be allowed to complete the master's thesis after the final date for recommendations for the degrees for the Fall Convocation without losing Ph.D. residence credit for the year.

RE-REGISTRATION FEE: M.A., ED.D., AND PH.D. CANDIDATES

M.A., Ed.D., and Ph.D. candidates who

have completed the required residence but who have not completed other requirements for the degree must re-register each year. If they do not, the degree candidacy may lapse. The re-registration fee is $225 plus any applicable incidental fees.

RE-REGISTRATION FEE: M.ED. CANDIDATES

M.Ed. candidates who have undertaken all the course requirements for the degree but not completed these requirements within the academic calendar year of enrolment in the final course(s) must re-register each year until the completion of the degree. The re-registration fee is $225 plus any applicable incidental fees.

SUMMER SESSION STUDENTS

Degree students registered from January to May do not pay fees for the following Summer Session if registered in the same degree program. Degree students commencing their programs in Summer Session or students not registered from January to May must pay the Summer Session fee: $112.50 $8.00 incidental fees $120.50. Those degree students who commence their programs in a Summer Session will not have that Summer Session fee deducted from their total program fee.

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 14, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of October 15, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 7 will be assessed a

NOTES TO FEES SCHEDULE

See facing table.

Fees will be assessed according to whether students are registered on a full-time or part-time basis. However, there are minimum degree costs depending upon the length of program to which a student has been admitted. Therefore, regardless of the pattern of undertaking courses, the full program fee will be levied before graduation. Where students have not paid at least the full-time program fee, additional fees will be required. Full fees must be paid for each year of required residence.

The fee applicable to each program is as shown below:

M.ED. DEGREE CANDIDATES

The 8 half-course minimum program fee is $750. The 10 half-course minimum program fee is $975.

M.A. AND PH.D. DEGREE CANDIDATES

The full-time fee is levied for each year of required residence. However, the minimum program fee for a 10 half-course M.A. is $1125.

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern of registration. However, the full-time fee must be paid in the year the residence requirements are satisfied.

Where, because of the time taken to complete the degree requirements, a student has paid more than the program fee, there will be no refund of fees.

SCHOOL OF GRADUATE STUDIES SCHEDULE OF FEES 1978/79

All fees are subject to change without notice. See also information in right-hand column of previous page.

	Annual academic fee	*Incidental fees*	*Total*	*Deferred Payment Plan* first instalment due on or before September 14*
FULL-TIME STUDENTS† (including Special Students)	$750.00	$79.50	$829.50	$529.50
RE-REGISTERING STUDENTS (after completion of residence or course work requirements)	225.00	10.00	235.00	145.00
PART-TIME STUDENTS†	225.00	16.00	241.00	151.00
Special Students (not proceeding to a degree)				
Per course:	225.00	16.00	241.00	151.00
Half-course:	112.50	8.00	120.50	120.50
VISA STUDENTS				
Full-time:	1950.00	79.50	2029.50	1249.50
Part-time:†	600.00	16.00	616.00	376.00
Re-registration:	600.00	10.00	610.00	370.00

Incidental fees:	*Full-time*	*Part-time*
Graduate Students Union	$20.00	$10.00
Health Services	12.50	1.50
Athletic Wing	25.00	2.50
Hart House	22.00	2.00

*Deferred Payment Plan: The first instalment of fees is due on or before September 14 and consists of 60% of the academic fee plus the full incidental fees. The difference between total fees and the first instalment is due by January 15 without further notice and is subject to a service charge of 1 1/2% compounded monthly commencing September 14 until the amount is paid in full.

†Effective September 1977 there will be a flat rate of fees for students in degree programs. However, the fee for students registered to undertake course work for one term only (either first or second) is half the total annual part-time or full-time fee, depending upon the registration.

late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

OUTSTANDING FEES AND CHARGES

Students who have not paid their academic fees in full will not be recommended for conferral of the degree until payment has been made.

Students who have not paid their University housing dues in full or who have outstanding library dues or bookstore accounts will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their degree (if they have been recommended for conferral to a degree) until payment is made.

STUDENT FINANCIAL AWARDS

OISE STUDENT FINANCIAL AWARDS

OISE offers student financial awards to support programs of full-time graduate study. The student must qualify for an award on the basis of ability and promise. The amount and type of award may vary with the student's financial need, the academic program, and the policies of the OISE home department.

It is important to note that an OISE service award offered by the Institute is for the specified amount and *does not cover payment of fees*. This is the responsibility of the student, who must be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to Mrs. P. A. Buitenhuis, Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6. Completed applications should be submitted before February 1, 1978.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $1,500 per term (subject to change if fees are increased). Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available from the Office of the Coordinator of Graduate Studies, OISE, and from the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4. The deadline for submitting applications is December 1, 1977, for the 1978/79 academic year.

CANADA COUNCIL AWARDS

Canada Council awards in the humanities and social sciences are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $6,000 for individuals in the first two years of a doctoral program and up to $7,000 after completion of the first two years of such a program.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually

December 1, but it will be announced by the home department in the fall.

(b) For renewal of Canada Council awards: Awards Service, The Canada Council, P.O. Box 1047, Ottawa, Ontario K1P 5V8. Closing date is January 15 for the following academic year.

(c) For new full-time students: as in item *(b)* above.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7,500

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $7,500 each for advanced graduate study in education. The first, the Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working at the doctoral level. The second, the L. Dorothy Martin Fellowship, may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS – $5,000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5,000 each. These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $10,000 payable within a two-year period to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Bursary Awards provide up to $3,500 to assist members in financing postgraduate studies leading to a master's degree in educational studies. Candidates for the awards must be statutory or voluntary members of OPSMTF.

For more information and application forms contact the OPSMTF Awards Committee, Ontario Public School Men Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is February 1, 1978. All supportive documents, including transcripts and other relevant materials, must be submitted by February 21, 1978.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totaling $18,000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by February 15.

THE WILLIAM PAKENHAM FELLOWSHIP – $2,000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition for University of Toronto Open Fellowships.

CANADIAN GOVERNMENT AWARDS FOR FOREIGN NATIONALS

Under its program of cultural exchanges with foreign countries, the Department of External Affairs, through the Canada Council, offers scholarships to French nationals, and fellowships and scholarships to nationals of the following countries: Argentina, Belgium, Brazil, Denmark, the Federal Republic of Germany, Finland, Greece, Hungary, Iran, Italy, Japan, Luxembourg, Mexico, the Netherlands, Norway, the People's Republic of China, Poland, Portugal, Sweden, Switzerland, Venezuela, and Yugoslavia. Prospective candidates may obtain application forms from the Canadian Embassy or from the appropriate department of government in their respective countries. Completed application forms must be returned not later than September 30 (Japan), December 1 (Belgium, Italy, and Luxembourg), and December 15 for all other countries.

EMERGENCY STUDENT LOANS

Any full-time student attending OISE may apply for loan assistance from the fund. Primary consideration will be given to applicants who face critical financial situations of an emergency nature and who have no other reasonable recourse. Contact Dr. Andrew Effrat in the Office of the Coordinator of Graduate Studies, OISE, for forms or more information.

LIBRARY

The Institute Library houses a collection of 400,000 items specialzing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 4,000 serial titles are available. There are complete holdings of such document series as ERIC on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

The Instructional Materials Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers are available.

A Library Guide is distributed to all students at registration; the Circulation staff is available to explain loan, renewal, and reserve procedures.

Guides to special services and parts of the collection are issued and updated periodically. Special orientation classes for special topics, parts of the collection, or special services may be arranged through the course instructor and the Librarian for Public Services.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Since there are several new information sources and systems (e.g., on-line information retrieval and microform catalogues), students should plan to devote some time to becoming aware of their range and potential.

EDUCATIONAL INFORMATION SYSTEM FOR ONTARIO (EISO)

EISO offers a computerized service for conducting searches of professional literature. Data bases searched include the *Current Index to Journals in Education, Resources in Education, Dissertation Abstracts, Psychological Abstracts,* and other indexes of interest to educators. A modest fee is charged to cover costs, though funds are available to pay for searches related to theses and Qualifying Research Papers. For further information, contact the EISO Search Analyst, Room S218, OISE Library.

AUDIOVISUAL EQUIPMENT

OISE's Media Services offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit room N446 or call ext. 525.

COMPUTER SERVICES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and informal courses in computer applications are available.

The Computing Services Group operates an in-house DECSYSTEM-10 computer. This is primarily used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and small-scale data analysis. Typewriter-like terminals are located around the Institute, and the system is available to all Institute students and staff.

General-purpose batch processing for large-scale data analysis and quick-turnaround batch facilities for program debugging are provided through a high-speed cardreader/printer terminal to an IBM 370/165-II computer at the University of Toronto Computer Centre. Access to this computer, as well as to keypunching services, is on a controlled, costed basis.

PUBLICATION DIVISION

The Publication Division provides

editing, design, production coordination, mailing, printing, and copying services to the Institute. An important function of the Division, besides the preparation of materials for publication, is the advertising and promotion of publications intended for distribution and sale to all members of the public with an interest in education.

OISE CAREER SERVICES

OISE Career Services assists individuals by consulting with them about planning their academic programs from a career perspective, overall career planning, résumé design, and job search strategies. Contact with professional staff is available through workshops on these and other topics, and through individual counselling appointments. Up-to-date postings of full- and part-time positions are maintained on the fifth floor and in the Career Services Office in Room S1103. Career Services is a project of the Office of the Coordinator of Graduate Studies. There is liaison with the University of Toronto Career Counselling and Placement Centre (see below).

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W., 4th Floor, offers individual and group career and vocational counselling. It will assist the student in securing summer, part-time, temporary, and permanent employment, and will provide information about employment openings in many areas. All students should feel free to discuss their employment problems with the Centre's career counsellors.

Another activity of the Career Counselling and Placement Centre is the Confidential Dossier Service. This is a service provided to students who are completing master's and doctoral degrees and are about to seek academic appointments at colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $2,300. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only.

Men

Devonshire House* (Dean of Men)
3 Devonshire Place. 978-2515

Trinity College (Secretary)
Hoskin Ave. 978-8680

Wycliffe College† (Dean of Residence)
Hoskin Ave. 979-2534

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

New College* (Dean of Men)
21 Classic Ave. 978-2464

Massey College (Secretary)
Devonshire Place. 978-2890

St. Michael's College* (Accounting Office)
50 St. Joseph St. 921-3151

Knox College† (Principal)
59 St. George St. 979-2137

Women

Loretto College* (Dean of Women)
70 St. Mary St. 925-2833

Massey College (Secretary)
Devonshire Place. 978-2890

New College* (Dean of Women)
40 Willcocks St. 978-8875

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

St. Joseph's College* (Dean of Women)
90 Wellesley St. W. 924-2121

Whitney Hall* (Dean of Women)
85 St. George St. 978-2530

Married Students' Accommodation; Co-operative Residences

Married Student Apts.
30 & 35 Charles St. W.
(University Housing Service, 49 St. George St.)

Campus Co-operative Residence, Inc.
395 Huron St. 979-2161

Tartu (Manager)
310 Bloor St. W. 925-4747

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in Caledon Hills.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during Spring elections. Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students through both clinical and infirmary services. Psychiatric consultation is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The application should clearly indicate that the applicant is *(a)* newly arrived from outside Canada and *(b)* a registered student at the University of Toronto.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending university here. If they do not have this coverage, they should apply for OHIP as soon as possible.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The office to coordinate International Education at OISE, headed by Dr. K. F. Prueter, promotes and encourages interest of both staff and students in this area by arranging guest speakers, seminars, and colloquia; by maintaining and distributing an up-to-date list of academic resources; and by providing information on bursaries and scholarships available to both international and Canadian students interested in international education. The office is also responsible for facilitating a cooperative relationship between OISE and other agencies and institutions both inside and outside Canada that are interested in this field.

Of special interest is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activites in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. Andrew Effrat, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Ms. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

(a) To promote the welfare and interests of full-time, part-time, and special students at OISE.

(b) To represent OISE students in matters of their interest.

(c) To initiate, sponsor, and promote

athletic, cultural, and social events of interest to OISE students.

(d) To coordinate the governmental activities of students in the various departments and decision-making bodies of the Institute.

(e) To promote and maintain communications between students and administration.

(f) To provide responsible student government at OISE.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (local 728) or drop by the Association's office, Room S1060.

OISE INTERNATIONAL STUDENTS' ASSOCIATION

The International Students' Association (ISA) is an organization comprising both international and Canadian students. The goals and programming promote the academic, social, and personal needs of international students and all other students interested in International Studies in Education. For further information contact Ms. Monica Armour in the Department of Adult Education, or Mr. Frank McIntyre or Dr. Andrew Effrat in the Office of the Coördinator of Graduate Studies.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing for admission as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. In the case of full courses running all year a Y will be assigned after the course number. Summer Session courses will have H for half-courses and Y for full courses after the course number. The first two digits designate the department, e.g., the 17 in 1705F,S,H and the 37 in 3717F,S,H refer to the Department of Educational Planning. Experimental courses will carry 2000-level numbers with the second digit indicating the department.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular

Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets for one and one-half hours daily, Mondays through Fridays.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of the Coordinator of Graduate Studies. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent consultation, ideally once a week, can occur.

INTERDISCIPLINARY FOCUSES IN GRADUATE STUDIES

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which do not constitute a program but which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental (or interdepartmental) program, and must be receiving basic training in an educational discipline (or disciplines). Further, students must fulfil the program requirements of the department(s) in which they are enrolled. However, it seems that having an interdisciplinary focus may greatly enhance a student's studies at OISE. Further, it should be pointed out that enrolment in the *M.Ed. for Special Purposes* (see page 39) enables students enrolled in a particular department to participate rather extensively in an interdisciplinary focus.

A number of specific points must be made with respect to the list of focuses that follows.

1. In cases where courses are mentioned, not all of these courses will necessarily be offered in any given year, although it is anticipated that most will. Students should obtain information concerning actual offerings as early as possible and adjust their programs accordingly.
2. Involvement in a focus does not guarantee access to all courses associated with that focus. The instructor offering a course may have special admission requirements for the course; and, obviously, the course may become filled well before term begins. It is important, then, to apply early and, as necessary, have early discussions with the instructor of a course.
3. In cases where the name of a faculty member or "focus advisor" is mentioned in a particular department, this person will not necessarily be the faculty advisor or thesis supervisor of students in that department interested in the focus. There may be other considerations that will lead a particular student to choose someone else as faculty advisor or supervisor.
4. It will be apparent that some departments are much more involved in a particular focus area than others. Normally, however, it will be possible for students in other departments to

participate in the focus, especially if their enrolment in their home department is in the M.Ed. for Special Purposes.

5. In some cases the focus mentioned is on a rather small scale and only a few faculty and courses are involved. This, however, is in keeping with the fact that a focus is simply an emphasis within the Graduate Studies offerings and does not constitute a program. Also it should be remembered that formal courses may be supplemented where appropriate with individual reading and research courses.

6. In some cases relevant faculty and course offerings at other universities, and notably elsewhere within the University of Toronto, are mentioned. However, there has been no systematic attempt to list all the relevant faculty and courses available at other universities. Students are encouraged to explore such additional possibilities.

7. It should be understood that listing a focus in this section does not necessarily imply that there is extensive interdepartmental activity in the area in question. The purpose of these listings is to indicate to students interdisciplinary opportunities of which they can avail themselves, whatever the current state of interdepartmental activity.

8. Finally, it is not claimed that this listing of focuses is complete, either in terms of coverage of focuses in the Institute or in terms of the faculty and course offerings relevant to a particular focus. For example, new focuses may emerge, new faculty may be added, and new courses may be developed after the Bulletin has gone to press. Students are encouraged to conduct their own inquiry into focus possibilities in the Institute appropriate to their interests and study objectives. Further, they should feel free to take an active role in identifying and developing focuses at the Institute.

9. In the listings it is not indicated whether the courses mentioned are half-courses or full courses or the term in which they are offered. It will be necessary to check with the course schedule or the department concerned.

Alternatives in Education

Students interested in Alternatives in Education may create individual programs of study that focus on either (or both): (1) a re-examination of the purpose of education and alternative forms of educating in the context of Canadian society; (2) a consideration of options in instructional organization and design. OISE offers a wide range of courses across several departments which would be appropriate to such interests. As there is no formal program in Alternatives in Education, individuals may choose courses best suited to their specific interests. Without knowledge of such interests it is difficult to specify to which department it would be most suitable to apply. Students may also consider enrolling in an interdepartmental program. Those wishing to develop a focus in Alternatives in Education should contact any of the following people for consultation: David Hunt, Applied Psychology; Malcolm Levin, History and Philosophy of Education; David Livingstone, Sociology in Education; Roger Simon, Educational Administration; and Joel Weiss, Curriculum.

Canadian Studies in Education

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403, 1404, and 3403, History of Education in Canada; 1417, Politics in the History of Canadian Education; 1424, Religion, Ideology, and Social Movements in the History of North American Education; 1425, Canadian Working-Class History and Its Relation to the Schools; 1443, The Learning of Values: A Practicum; 1464, Canada and Underdevelopment (not offered in 1978/79); 3426 and 3427, The Canadian Political Culture and the Process of Political Socialization; 3449, The Theory of Law and the Teaching of Law in the Schools (not offered in 1978/79); 1100, Outline of Adult Education; 1119, The Social and Institutional Context of Adult Education; 3101, Major Programs and Issues in Adult Education; 1659, Evaluation of Current Issues in Ontario Education; 1801 and 1802, The Development of Higher Education in Canada; 1805, The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (Women); 1427 (Native People; not offered in 1978/79); 1428 and 1212 (Immigrants); and 1380, 3380, 1903, and 3428 (Minorities).

The following faculty have a major interest in Canadian Studies in Education: W. Brehaut, History and Philosophy of Education; J. A. Draper, Adult Education; J. A. Eisenberg, History and Philosophy of Education; M. D. Ellis, Adult Education; R. S. Harris, Higher Education; J. R. Kidd, Adult Education; R. M. Laxer, Applied Psychology and Adult Education; G. L. McDiarmid, Curriculum; B. B. Macleod, Educational Planning; A. Prentice, History and Philosophy of Education; H. H. Russell, Curriculum; A. M. Thomas, Adult Education; H. M. Troper, History and Philosophy of Education; and A. Wolfgang, Applied Psychology. Students with an interest in the Franco-Ontarian area should also refer to the faculty listed under Franco-Ontarian Studies.

Community College

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education; Curriculum; Educational Administration; Educational Planning; the Higher Education Group; Measurement, Evaluation, and Computer Applications (MECA); or Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Charles Pascal, Higher Education Group; Alan Thomas, Adult Education; Richard Townsend, Educational Administration; William Olivier, MECA; Lynn Davie, Adult Education and the Office of the Coordinator of Graduate Studies.

Examples of courses which might be of interest are: 3101, Major Programs and Issues in Adult Education; 3125, Continuing Education of Professional Personnel: Principles, Modes, and Problems; 1032, Administration of Community Colleges; 3018, The Politics of Education; 1712, Manpower Aspects of Educational Planning; 1805, The Community College; 1809, Administration of Colleges and Universities; 1810, Teaching in Institutions of Higher Education; 1811, Curriculum in Institutions of Higher Education; 2801, Research Methods in Higher Education; 2802, Educational Development Strategies in Postsecondary Institutions; 2803, Conceptions of Learning in Higher Education; 1505, Instructional Programming; 3902, Educational Systems and Social Change.

Comparative, International, and Development Education

Although OISE has no formal program or department of comparative and international education, a number of courses with a comparative or international focus are offered in several departments, and it is possible for some students to plan, in consultation with their advisors, programs that embrace their interests in this specialization.

An integrated set of courses in comparative, international, and development studies in education is being developed jointly by interested faculty members and the OISE International Students' Association. The following faculty members have been involved in developing courses in this area, and would be available for consultation: D. H. Brundage, Adult Education; J. R. Kidd, Adult Education; G. L. McDiarmid, Curriculum; J. P. Farrell, Educational Planning; M. L. Handa, Educational Planning; D. N. Wilson, Educational Planning; R. S. Harris, Higher Education; W. Brehaut, History and Philosophy of Education; J. R. Mallea, History and Philosophy of Education; and D. W. Livingstone, Sociology in Education. Students wishing additional information regarding opportunities for graduate study in OISE in this area, including a listing of currently available courses with a comparative or international focus, may write to Dr. K. F. Prueter, International Education, Director's Office. In addition, informal information may be obtained through the International Students' Association.

Early Childhood Education

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, three departments, namely, Applied Psychology, Curriculum, and Special Education, pay particular attention to this area and encourage students to facilitate their studies in early childhood education by enrolling in the *M.Ed. for Special Purposes.* Applied Psychology and Curriculum make special mention of this focus in their respective sections of this Bulletin.

Focus advisors for the above three departments are William Fowler and Peter Gamlin, Applied Psychology; Ellen Regan, Curriculum; and Malcolm Garber and Dorothy Shipe, Special Education.

Educational Policy Studies

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in educational policy studies. Two general themes characterize educational policy studies. One is concerned with the methodology of educational policy analysis, ranging from quantitative methods to qualitative analysis, such as case studies. The second approach is focussed on the larger-scale relationship between education and other social and economic institutions with particular concern about how these are changing over time.

The following represent some of the faculty and courses available to students wanting to develop a focus in the area of educational policy studies: L. Berk, 1385, Curriculum Design and the Arts of the Practical; 1398, Practicum in Curriculum I; T. B. Greenfield and R. I. Simon, 1001, The School as a Social Invention; M. Holmes, 1025, Schools and Their Effects on Achievement; C. Pascal, 1803, Recurrent Issues in Postsecondary Education; A. Effrat, 1848, Issues and Innovations in Graduate Education; M. L. Handa, 1712, Manpower Aspects of Educational Planning; 1714, Theory and Principles of Economic Planning Applied to Education; G. S. Tracz, 3704, Management Models for Educational Institutions; E. B. Harvey, 3902, Educational Systems and Social Change; M. Fullan, 3911, Planned Educational Change: Intervention Theories and Methodologies; and F. Maidman, 3990, Applied Sociology in Education. This focus is also related to intra-departmental focuses of the Department of Educational Planning and the Department of Sociology in Education.

As this focus is being developed for the first time in 1977/78, it is expected that additional faculty and courses may be included in the future.

Education and the Social and Political Organization of Knowledge
A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3226, 1436, 3444 (not offered in 1978/79), 1928, 1937, 2901, 3928, 1001 (see course descriptions in this Bulletin). As well, informal and formal colloquia are organized throughout the year to further the work of this focus.

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: James L. Heap, Sociology in Education; Dieter Misgeld, History and Philosophy of Education; Ronald J. Silvers, Sociology in Education; Roger I. Simon, Educational Administration; Dorothy Smith, Sociology in Education; and Edmund V. Sullivan, Applied Psychology.

Family Studies in Education
Staff involved in this area include: Donald H. Brundage, Adult Education; Margrit Eichler, Sociology in Education; David C. Levine, History and Philosophy of Education; Frank Maidman, Sociology in Education; Mary O'Brien, Sociology in Education; and Alison Prentice, History and Philosophy of Education.

Courses of relevance to students interested in this focus include: 1109, Parental Education for Family Living, D. H. Brundage; 1422, The Family and Sex Roles in History, D. C. Levine; 1426, The History of Women and Education in Canada, A. Prentice; 3422, Research Seminar in the History of Women and Education, A. Prentice; 1907, Family Socialization and Education, M. Eichler; 1972, Education and the Sociology of Women and Gender Relations, Staff; 3907, Family Problems, School Deviance, and Family Intervention, Staff.

It should be noted that this focus in family studies and education is not at present concerned with some of the issues that arise in connection with "family studies education." Students who have a professional interest in family studies education in the schools and would like to do work specifically in this area should contact staff in the departments or the Coordinator of Graduate Studies in case a course in this area can be developed.

Instructional/Educational Technology
Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas.

Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1501, Computer-Guided Instruction, W. P. Olivier (not offered in 1978/79); 1123, Seminar: Educational Applications of the Psychology of Communication, Staff; 3606, Production and Evaluation of Educational Media, L. D. McLean (not offered in 1978/79); 2802, Educational Development Strategies in Postsecondary Institutions, Staff; 3220, Analysis of Learning Tasks, C. Bereiter; 3222, Analysis of Teaching Strategies, M. Orme; 1340, Audiovisual Communication in Teaching and Learning, F. B. Rainsberry; and 1305, Techniques for Improving Instruction, B. Fillion and B. Kilbourn.

Interested students should contact the focus advisor in their department or L. D. McLean in MECA. Studies in this focus can be realized by enrolling in an *M.Ed. for Special Purposes* or in M.A. or Ph.D. degree programs with courses taken from one or more of the participating departments.

Moral/Values Education

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, History and Philosophy of Education; Dwight Boyd, History and Philosophy of Education; John Eisenberg, History and Philosophy of Education; Jack Quarter, Applied Psychology; Edmund Sullivan, Applied Psychology and History and Philosophy of Education. Susan Pagliuso (Research Officer, MECA) has had considerable experience in this area particularly in Kohlberg theory and evaluation procedures. In addition, many members of the OISE Field Development staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: John Davis (Kitchener–Waterloo); Peter Evans (Sudbury); Mark Holmes (Coordinator of Field Development); Jack Miller (Thunder Bay); Floyd Robinson (North Bay); John Ross (Peterborough); and Carmel Roy (Ottawa). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1209, Seminar: Social Psychology and Education, J. Quarter; 1230, Practicum in Value Education, Staff; 3211, Seminar in Social Psychology in Education, J. Quarter; 1441, Moral Education, D. Boyd; 1443, The Learning of Values: A Practicum, J. A. Eisenberg; and 3441, Research Seminar in Moral Education, D. Boyd.

Multicultural Education

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 1212, Psychological Aspects of Counselling and Teaching New Canadians, A. Wolfgang; 1427, The Native People: Education and Socialization in Historical Context, H. Troper (not offered in 1978/79); 1428, Immigrant and Ethnic Concerns in the History of Canadian Education, H. Troper; 3428, Minority Concerns and Education in Canadian History: Selected Topics, H. Troper; 1903, The Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education, Staff; 3930, Innovations in Education: A Comparative Analysis, J. P. Farrell; 1317, Theory of Second-Language Teaching, H. H. Stern; 1336, Psychology of Second-Language Learning, M. Swain;

1337, Bilingual Education and Bilingualism, M. Swain (not offered in 1978/79); 1380, Minority Groups and Cultural Determinants of the Curriculum: A Colloquium, G. L. McDiarmid; 3380, Research Seminar in the Education of Minority Group Children and Youth, G. L. McDiarmid; and 3717, Educational Policy Analysis I: Migration, Racial Issues, and Problems of Educational Policy, J. W. Holland and B. B. Macleod. Courses are also being developed by S. B. K. Henderson, Applied Psychology, and in Sociology in Education, on policies, practices, and research related to immigrant and ethnic education. Professors John Mallea (OISE) and Keith McLeod (FEUT) may also be available for informal student assistance.

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto Graduate Departments, notably Sociology (R. Breton), History (R. G. Harney), and Linguistics (W. J. Samarin). Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines, e.g., sociology, psychology, history, criminology, linguistics, anthropology.

Religious Education
Staff involved in religious education or closely related areas who are members of graduate faculty include: Clive Beck, History and Philosophy of Education; Donald H. Brundage, Adult Education; and Edmund V. Sullivan, Applied Psychology and History and Philosophy of Education. In addition, Professor Henry Simmons of St. Michael's College and the Toronto School of Theology is engaged in research, teaching, and supervision in this field, with emphasis on psychological aspects of religious development, and would be of considerable help to students.

Courses of relevance to students interested in this focus include: 1480, Religious Education, C. Beck; and 3480, Religious Dimensions and Social Ethics, E. V. Sullivan. A special topics course in religious education is offered from time to time in the Department of Adult Education. Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

Women's Studies and Education
A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: M. Eichler, Sociology in Education; M. A. J. Guttman, Applied Psychology; M. O'Brien, Sociology in Education; A. Prentice, History and Philosophy of Education; C. M. Reich, Special Education; D. Smith, Sociology in Education; and J. D. Wine, Applied Psychology. The following courses, for example, might form a core for such an interdisciplinary focus: 1422, The Family and Sex Roles in History; 1426, The History of Women and Education in Canada; 3422, Problems in the History of Sex Roles in Education; 1972, Education and the Sociology of Women and Gender Relations; 1973, Women's Studies and the Educational System: Strategies for Change; and 1974, Education and Gender Role in Traditional Social Thought.

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. See also the Women's Studies focus description within the Sociology in Education section of this Bulletin. The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: Women's Research and Resource Centre; The Women's Kit Project; The Women in Canadian History Project (Department of History and Philosophy of Education); The *Canadian Newsletter of Research on Women*; and GROW – Group for Research on Women (an OISE interdepartmental research group).

To find out the research interests of OISE faculty members who are engaged in women's studies, and what research has been done at this Institute by faculty, students, and research officers, students should consult the comprehensive list retained by J. Hill of the Office of Research and Development Studies.

INTERDEPARTMENTAL PROGRAMS IN EDUCATIONAL THEORY

In some cases the degree of specialization or individualization required by students is such that they are willing to give up the advantages of having a home department in order to enter upon a program that is formally interdepartmental. In this case they will belong to two or even three departments within Educational Theory, each of which must approve their admission.

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. Andrew Effrat, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

In addition to the general degree requirements on the following pages and the specific requirements of the individual departments of interest, applicants should supply samples of their written work and/or other concrete demonstration of their abilities.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(c) At least one year of successful professional experience in education.

(d) See pages 11 and 12 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be undertaken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the eight half-courses.

Each applicant must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While a student may change the field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enrol for up to two half-courses in each Summer Session and two half-courses in each Regular Session. (See page 12.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must re-register and pay any required re-registration fees.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree and were taken within six years of the time of M.Ed. graduation. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See Focus Area suggestions on pages 31 to 38).

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under Program of Study which follows, are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with B standing or better in the final year. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program), History and Philosophy of Education, and Sociology in Education are one-year degree programs after a four-year undergraduate degree in the same area of specialization. M.A. degrees in Adult Education, Curriculum, Educational Administration, Educational Planning, and Higher Education are generally two-year M.A. programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, a graduate of a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education certain four-year undergraduate backgrounds such as Computer Science or Psychology may be considered for one-year admission.

(b) See pages 10 and 11 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program. For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each student must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(b) A thesis.

(c) One academic year of full-time resident study is required at present. However, some departments are currently considering part-time M.A. programs. Please contact the department of specialization for the most up-to-date information on this matter. Should a department retain the one-year residence requirement, it may be possible for some of the courses to be undertaken on a part-time basis, but the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the one-year M.A. degree must be completed satisfactorily within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree program must be completed satisfactorily within five years from the date of enrolment in the first of the last six half-courses in the M.A. program.

Applicants who have credit for graduate courses at another university, beyond what is required for admission to a one-year M.A. program, may be granted advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at the university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; M.A. candidacy and M.Ed. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Educational Theory, or equivalent, with high standing, in the field of specialization proposed at the doctoral level.

(b) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(c) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(d) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(e) Ordinarily, one year of professional preparation for education.

(f) Successful professional experience in education.

(g) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis.

(h) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Spring term – January through April – in the same session, or the Spring term in one session followed by the Fall term in the next session).

(b) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

(c) A thesis embodying the results of original investigation conducted by the

student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation.

(d) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(e) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto four-year undergraduate degree or equivalent, with high standing, for admission to the first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, pages 19 to 22.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(b) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and advisors in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

(c) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in the

intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had an M.A. program been undertaken in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be taken concurrently with the doctoral program.

(d) See pages 10 and 11 for documentation required.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Educational Theory or equivalent. It is the firm expectation that these two academic years of full-time resident study will be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request is granted, the length of degree candidacy would not be increased.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University of Toronto.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted in October of the final year of required residence to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 6. If this action has not been taken by the required date, that academic year cannot be counted for residence credit.

(e) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six calendar years of first enrolment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

SPECIAL STUDENTS

Special students ordinarily must have B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been assessed by the department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

Special Students cannot receive degree credit for courses taken under Special Student registration.

DEFINITION OF FULL-TIME RESIDENCE

Credit for academic residence requirements can be given only to full-time students who live close enough to the University of Toronto to participate fully in the university activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week. Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer cannot count for residence credit.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page 1).

Note: The courses of instruction offered through the various OISE departments are described on the following pages.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time a schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

Note: Graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Note: Faculty listed at the beginning of the following departmental sections are as of January 1, 1978.

Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor, and Chairperson of the Department
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning and political economic issues related to adult education)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(evaluation; communication; counselling supervision)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

WILLIAM L. BARNARD, *Ed.D. (Boston)*
Assistant Professor
(issues concerning human dialogue: interpersonal relations, personal growth, humanistic education, experiential learning, consultation, organization development, community development, heuristic research)

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor
(education for family living; research and development related to the family)

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies; adult basic education; social responsibilities of postsecondary institutions; community education)

*M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement, Evaluation, and Computer Applications
(longitudinal studies in continuing education and employment experiences of certain professional groups; research projects concerning Franco-Ontarian students and teachers)

ANN W. FALES, *Ph.D. (Chicago)*
Assistant Professor
(adult development work and aging; women's studies; self-directed learning)

†VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; values and working assumptions of teachers of adults)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Concordia), LL.D. (Trent)*
Professor
(comparative studies; learning theory and practice; education and development)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

†The person to whom admission inquiries should be directed.

EZRA NESBETH, *Ph.D. (Toronto)*
Assistant Professor, and Coordinator of Clinical Training, Clinical Institute, Addiction Research Foundation

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(the individual's major change efforts; human goals)

ASSOCIATED INSTRUCTORS:

DAVID J. F. BEATTY, *Ph.D. (Michigan State)*
Project Director, Staff Training and Development/Developing Human Resources

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director in Adult Education

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Senior Consultant, Ontario Region, Bureau of Staff Development and Training, Public Service Commission

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counselling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change.

Each student's program of specialized study is worked out with the advisor on an individual basis in keeping with the particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate-level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see pages 16 and 17.)

SPECIALIZATION IN STAFF TRAINING AND DEVELOPMENT/DEVELOPING HUMAN RESOURCES

Applicants can apply for either degree or certificate program admission. This stream of study in the Department of Adult Education is designed for persons working in large organizations in a staff training or development role. The project is guided by a Management Committee, including representatives from major training institutions of the federal government, the Ontario government, and private industry. Participants must be sponsored by an organization. Sponsorship involves a member of the organization participating on the student's Advisory Committee, and supporting the participant in doing this project for the certificate in that organization. All candidates will undertake a human resource project as part of their learning and, where appropriate, for their thesis.

In addition to regular courses in the Department of Adult Education, each participant will be a member of a Training Group which has its own budget and responsibility to develop the professional competences of its members. Each participant will build a professional dossier that includes statements of value and theory, reports of operations to actualize these beliefs, and the feedback and learning that result from these activities.

Through participation in the Advisory Committee, the Training Group, courses, the colloquia, and the project, students will acquire competency in the diagnosis, design, delivery, and evaluation of learning events in organizational settings.

The Certificate in Staff Training and Development can be obtained in conjunction with the degrees offered by the Department of Adult Education. Candidates may pursue the program on a full-time or part-time basis. The program cost is $1,000 plus course fees. This includes a substantial training budget, and entrance and exit colloquia. Further information can be obtained from Dr. D. J. F. Beatty, 923-6641, ext. 349.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full-time or part-time student. The program consists of a minimum of eight half-courses which, if undertaken on a full-time basis, would require one academic Regular Session and one Summer Session. At least four of these courses must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counselling. Since enrolment in the adult education and counselling options in the Certificate Program is limited, applications must be received no later than March 1, 1978.

All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some sections of existing courses off-campus in Ontario for the purpose of making some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree program and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1978 Summer Session will be available from the Office of the Coordinator of Graduate Studies on February 1, and for the off-campus courses in the M.Ed. program in the 1978/79 Regular Session on April 17.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

The purpose of this program is to help meet the need for competent counsellors of adults in the Colleges of Applied Arts and Technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1121 F,S,H Practicum in Adult Counselling

The following courses are recommended strongly:

1106 F,S,H Small-Group Experience and Theory
1113 F,S,H The Maturation Process and Adult Learning
1119 F,S,H The Social and Institutional Context of Adult Counselling
1120 F,S,H Foundations of Adult Counselling
1266 F,S,H Theories of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that practicums normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

Because enrolment in this program is limited, all applications must be submitted by March 1, 1978, for part-time study commencing in either the Summer Session or the Regular Session.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree program consists of twelve half-courses. Occasionally the number of half-courses may be reduced to a minimum of six if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education (one of which should be 1103H), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 42 and 43.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a program of courses and thesis project to include work in four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

Applications for admission to the Ed.D. program must be submitted by February 1, 1978, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 43 to 45.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152F,S,H course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103H. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

A course is identified with this department when the first two digits in the course number are 11, 21, or 31. See also course listings under Higher Education.

1100 F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
Staff, Summer Session; *A. M. Thomas* and staff, Regular Session (after hours)

1101 F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff, Summer Session and Regular Session (after hours)

1103 H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the epistemology of adult education research. Topics will include: the identification of important hypotheses, the relation of knowing to research design, the relation of knowing to research method, and research ethics. The seminar will consist of an appropriate mixture of lectures, individual projects, design problems, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. Other students may be included at the discretion of the instructor.
Staff, Regular Session (daytime)

1105 F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
Staff, Summer Session; *J. A. Draper,* Regular Session (after hours)

1106 F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered. However, students may select from two sections, one focussing on interpersonal understanding as a consequence of group interaction, and the other on group process and structure. Consult the timetable or department for information relating to the emphasis in a given term.
Staff, Summer Session and Regular Session (daytime and after hours)

1108 F,S,H PERSONAL CHANGE PATHS (Pass/Fail)

An opportunity to (1) survey the various self-guided and professionally guided paths that adults choose for major personal change and learning, (2) clarify one's own paths and goals, and (3) develop fresh options and choices. Course methods: reading, self-insight exercises, brief lectures, personal class discussion.
A. M. Tough, Regular Session (daytime)

1109 F,S,H PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage, Summer Session and Regular Session (after hours)

1110 F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will examine basic learning processes and alternative approaches and activities that facilitators can use to aid the development of these processes. Personal and situational factors influencing choice of alternatives will be explored.

It is suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.

Staff, Summer Session; *V. R. Griffin,* Regular Session (daytime and after hours)

1111 F,S,H THE FUTURE AND THE ADULT EDUCATOR'S CAREER

A broad survey of various positive futures for adult learning, human growth, education, lifestyles, world views, society's goals, etc. Each student will then examine and clarify personal goals, purpose in life, professional values, and potential career paths.
A. M. Tough, Regular Session (daytime)

1113 F,S,H THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
Staff, Summer Session and Regular Session (after hours)

1114 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd, Summer Session and Regular Session (after hours)

1115 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114F,S,H. Students will apply comparative methods to a range of adult educational problems.

Prerequisite: Completion of 1114F,S,H, and permission of the instructor.
J. R. Kidd, Regular Session (after hours)

1119 F,S,H THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELLING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counselling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counselling, broadly defined, is offered.
Staff, Summer Session and Regular Session (daytime)

1120 F,S,H FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the general concepts and issues in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program is designed for general practitioners in adult education.
Staff, Summer Session and Regular Session (after hours)

1121 F,S,H PRACTICUM IN ADULT COUNSELLING

This course is an extension of the practicum taken by students in 1203Y (see course listings, Applied Psychology) and may be taken only by students enrolled in the Adult Education and Counselling program.
Staff, Regular Session (daytime)

1122 F,S,H PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity to develop professional

skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available. May be taken in conjunction with 3122Y. Guidelines available from faculty advisors.

Prerequisite: Permission of the instructor.

A. W. Fales and staff, Regular Session (daytime and after hours)

1123 F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.

Staff, Summer Session and Regular Session (after hours)

1125 F,S,H ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.

Staff, Summer Session; *J. A. Draper*, Regular Session (after hours)

1130 H SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.

Staff, Summer Session

1131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.

Staff, Summer Session and Regular Session (daytime)

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101 F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.

A. M. Thomas and staff, Regular Session (daytime)

3107 F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.

A. M. Thomas, Summer Session and Regular Session (after hours)

3111 Y PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD
A seminar to examine factors involved in the physical and mental development of adults, and the problems encountered at various stages of adulthood. To be examined are motivations, interests, developmental tasks, career patterns, and family problems of adults; biological, social, and emotional changes during adulthood; adult intelligence and ability; and implications for the educator and counsellor of adults.

Prerequisite: Permission of the instructor.
A. W. Fales, Regular Session (daytime)

3122 Y EXTENDED PRACTICUM IN ADULT EDUCATION
Content is similar to that of 1122F,S,H (Pass/Fail) but at a more advanced level.

Prerequisite: Permission of the instructor.
A. W. Fales, Regular Session (daytime and after hours)

3124 F,S,H ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING
Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing, researching, and practising basic processes in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H or equivalent and permission of the instructor.
V. R. Griffin, Regular Session (daytime)

3125 F,S,H CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS
A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
J. R. Kidd, Regular Session (after hours)

3131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff, Regular Session (daytime)

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

EXPERIMENTAL COURSES IN ADULT EDUCATION

2101 F,S,H EVALUATION, THE ARTS, AND EDUCATION
A course combining extensive reading with practical testing of evaluation methods in the area of the arts. The focus will be on methods of evaluating the educational impact and effectiveness of artifacts, performances, and programs. Material from both formal and nonformal educational opportunities will be utilized.

D. S. Abbey, Regular Session (after hours)

2102 F,S,H HEURISTIC RESEARCH IN ADULT EDUCATION

Introduction to the basic assumptions and strategies of qualitative, subjective, participative, comparative, and phenomenological research methodologies. The course deals with the discipline of experiential learning: the issues and problems of deriving concepts from experience, grounding experience adequately on a theoretical base, and testing theory rigorously in field settings. Heuristic research encourages an individual to discover and to investigate through self-directed inquiry.
W. L. Barnard, Regular Session (daytime)

2103 F,S,H ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS

This course will focus on the impact of culture on adult learning. Some of the issues addressed and/or skills developed will include: the heightening of the individual's consciousness and sensitivity to the effects of culture on learning and teaching styles; effective cross-cultural communications; the acquisition of knowledge and development of skills useful for visiting, living, working, and undertaking research in cultures and subcultures other than one's own. The format will consist of a dialogue between theory and practice, including the use of case studies from Canada and other places.

Prerequisite: Permission of the instructor.
J. A. Draper, Regular Session (daytime)

2104 F,S,H RESEARCH AND INNOVATION IN ADULT CHANGE EFFORTS

A survey of recent research into the adult's major efforts to learn and change, particularly the 80% that are self-guided or rely on peers. A survey of innovative practices (new forms of counselling, printed tools, and group activities) for helping individuals choose, plan, and guide their learning and change. Methods: reading, class discussion, and one major project.
A. M. Tough, Regular Session (daytime)

2105 F,S,H PUBLIC FINANCE AND ADULT EDUCATION

There are two objectives of this course: *(a)* to use the literature and principles of public finance as a frame of reference for dealing with issues pertaining to public policy-making and to the running of non-profit organizations; and *(b)* to examine adult education – the concept and some specific operations – as an instrument of public policy and as a competitor for public funds.
J. W. Holland, Regular Session (after hours)

2106 F,S,H LEARNING IN ORGANIZATIONS

This seminar will study how organizations plan, deliver, and integrate operations to ensure that the organization learns from its behavior; and how organizations design programs to support individual employees' development. Basic reading in systems theory and organizations as learning systems will be required. Participants and staff will examine current training and development methods in large organizations, and explore the potential of adult education principles and technology for the organizational setting.
A. M. Thomas and *D. J. F. Beatty,* Regular Session (after hours)

Adult Education students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

Applied Psychology

*CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor, and Chairperson of the Department
(counselling psychology; controlling effects of social stimuli)

SANDRA PALEF, *Ph.D. (Toronto)*
Assistant Professor, Associate Chairperson of the Department and Graduate Studies Academic Secretary
(human memory and information processing)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

ROBBIE CASE, *Ph.D. (Toronto)*
Associate Professor
(developmental, cognitive, and instructional psychology)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Professor
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

*Please direct inquiries for this department to Professor Clifford M. Christensen.

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counselling psychology; career development; group processes; psychology of women)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor
(motivation and learning; second-language learning; research design; remembering)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counselling; group processes; school anxieties; workers' education)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; cognitive style and learning; teacher characteristics, teacher–pupil interaction, classroom consultation and in-service training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

KENNETH G. O'BRYAN, *Ph.D. (Alberta)*
Associate Professor, cross-appointed from the Office of the Director, OISE
(learning and cognition; eye-movement research; application of

psychological principles to educational television; perceptual-motor handicaps)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistic Studies, University of Toronto
(cognitive development; theory of instruction; psycholinguistics)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor
(counselling psychology)

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor, and Director of OISE
(counselling; intellectual assessment; educational provisions for individual differences; psychology in industry; psychological-theological relationships)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

VIVIAN RENNER, *Ph.D. (Alberta)*
Associate Professor
(development and evaluation of continuing education programs for life satisfaction; group counselling)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed to History and Philosophy of Education and to the Franco-Ontarian Centre
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counselling and school psychology)

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy, and interviewing; functional learning disabilities)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counselling psychology; counsellor education; process and outcome in counselling)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive-attentional approaches to management of social and test anxiety and competence counselling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID W. BRISON, *Ed.D. (Illinois)*
Professor, and Head, OISE Trent Valley Centre

DAVID S. IRELAND, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Ottawa Valley Centre

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, OISE Midnorthern Centre

ASSOCIATED INSTRUCTORS:

KENNETH ALLEN, *Ph.D. (Boston)*
Psychotherapist – private practice

GERRY BECKERLE, *Ph.D. (Michigan)*
Chief Psychologist, Toronto East General Hospital

CARSON BOCK, *M.A. (Toronto)*
Chief Psychologist, Workmen's Compensation Board, Hospital and Rehabilitation Centre, Toronto

RUTH BRAY, *Ph.D. (Toronto)*
Psychologist, Clarke Institute of Psychiatry

IRENE BRIEDIS, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital

LARRY CASH, *M.Sc. (Texas)*
Larry Cash and Associates – private practice

DAVID DAY, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

BARBARA DYDYK, *Ph.D. (Loyola University of Chicago)*
Psychologist, Thistletown Regional Centre for Children and Adolescents

KENNETH ELLIOTT *Ph.D. (California School of Professional Psychology)*
Psychologist, Sunnybrook Medical Centre

WILLIAM H. EULL, *Ph.D. (Bowling Green State University)*
Director of Child and Family Clinic and Dellcrest Day School Program, Dellcrest Children's Centre

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist and Director, North York Group Psychotherapy Foundation

GREGOR FINLAYSON, *Ph.D. (Toronto)*
Psychologist, C. M. Hincks Treatment Centre, Toronto

GRAHAM HALEY, *Ph.D. (Western)*
Chief Psychologist, Whitby Psychiatric Hospital

DAVID JORDON, *Ph.D. (Colorado)*
Director of Counselling Services, Psychology Department, Brock University

SAMUEL KLARREICH, *Ph.D. (Toronto)*
Chief Psychologist, Scarborough Centenary Hospital

JOSEPH H. KLUGER, *Ph.D. (Queen's)*
Consulting Psychologist, Adventure Place, and Psychologist, North York General Hospital

JUDITH KOBRICK, *Ph.D. (Toronto)*
Psychologist, Browndale (Ontario)

C. I. GAYLE KUMCHY, *Ph.D. (Ohio)*
Psychologist, Psychiatric Services, Ontario Provincial Court, Family Division

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

JOHN MCLACHLAN, *Ph.D. (Toronto)*
Director of Research, Donwood Foundation

EDWARD MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre

NORMAN E. MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre

RAYMOND MORRIS, *Ph.D. (Toronto)*
Psychologist, Psychiatric Services, Ontario Provincial Court, Family Division

EVANGELINE MUNNS, *Ph.D. (York)*
Consulting Psychologist, Adventure Place

WILLIAM OTTO, *Ph.D. (Leiden)*
Chief Psychologist, Mount Sinai Hospital

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

SONJA POIZNER, *Ph.D. (Toronto)*
Psychologist, Oakville Reception and Assessment Centre

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist, Comprehensive Behavioral Consultants, Toronto

DONALD PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital

DOUGLAS QUIRK, *M.A. (Toronto)*
Psychologist, Ontario Correctional Institute

MARNIE RICE, *Ph.D. (Toronto)*
Clinical Psychologist, Penetanguishene Mental Health Centre

BRIAN RIDGLEY, *Ph.D. (Windsor)*
Head of Psychiatry, Sunnybrook Medical Centre

SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist and Director, Read Clinic, Toronto

CARL STROH, *Ph.D. (London)*
Consultant Psychologist, Government of Newfoundland and Labrador (Western Memorial Hospital)

BRIAN USHER, *Ph.D. (Toronto)*
Director of Research, Etobicoke Board of Education

HEATHER ANN WHITE, *Ph.D. (York)*
Senior Psychologist, Northern Services, Queen Street Mental Health Centre

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

DAVID YIELDING, *M.Ed. (Toronto)*
Coordinator of Guidance for the Borough of York

BRIAN YOUNG, *Ph.D. (Hawaii)*
Psychologist, Whitby Psychiatric Hospital

GERALD YOUNG, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Counselling
3. School Psychology
4. Master of Education for Special Purposes

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

This program emphasizes the psychology of instruction, and is intended primarily for classroom teachers wishing to reflect on and improve their classroom teaching. Those admitted to a full- or part-time program are expected to undertake eight half-courses, at least six of which should be selected from courses in the Department of Applied

Psychology in consultation with the student's advisor.

Please note: All part-time applications for this program commencing in the Regular Session or the Summer Session *must be submitted by March 1.*

The core of the program consists of two general courses which the student is required to take and one individually designed for each student. Ordinarily, all three of the following courses are required.

1200 F,S,H Introduction to Educational Psychology
1235 F,S,H Research Methods in Educational Psychology (available during summer)
1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

Three additional courses are to be selected from the following departmental offerings. Equivalent offerings from the School Psychology and Counselling divisions of the department, as well as other departments, may be substituted with the approval of the student's advisor. For any specific year, other courses will be added to or deleted from this list depending upon staff. The advisor will be aware of updates of the following list of courses offered by division faculty.

1201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1207 F,S,H Motivation in Educational Contexts
1209 F,S,H Seminar: Social Psychology and Education
1210 F,S,H Learning Styles and Teaching Approaches
1230 F,S,H Practicum in Value Education
1231 F,S,H The Psychology of Reading
1232 F,S,H Psychoeducational Appraisal in Teaching
1237 F,S,H Intellectual Development and Instructional Design
1241 F,S,H Methods of Early Education and Child Care
3222 F,S,H Analysis of Teaching Strategies

The remaining two courses may be taken from courses elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in psychology may be admitted to an M.A. program extending beyond one year.

All applicants must submit scores on the Aptitude Test and Psychology Area Test of the Graduate Record Examination (see pages 16 to 17).

The course of study of the one-year M.A. program consists of the following courses and a research thesis.

1226 F,S,H Selected Problems in Educational Psychology
(specialized study under the direction of a staff member);
1227 F,S,H Practicum in Educational Psychology
(extending through the Fall and Spring terms);
1234 A Introduction to the Psychological Analysis of Educational Issues
1235 F,S,H Research Methods in Educational Psychology
(M.A. students are required to take this last course during the Regular Session.)

Students are required to complete their program by choosing an option from the 1200 or 3200 level.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; to act as specialists in in-service training and as staff members in agencies offering psychoeducational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

Departmental Requirements
In addition to the general admission requirements on pages 10 and 11, the Department of Applied Psychology specifies the following:

(a) The applicant must have completed the equivalent of the University of Toronto M.Ed. or M.A. with specialization in Educational Psychology.

(b) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(c) After an initial screening, successful applicants will be interviewed by a selection team.

(d) Ordinarily, one year of professional preparation in education is required.

(e) Successful professional experience in education is a requirement.

(f) The applicant must submit scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(g) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's research and development of ability and promise.

Program of Study
The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time course work. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and two faculty advisors to ensure coordination of the program with the candidate's career, interests, and required competencies. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

Course Requirements
Of the eight half-courses required, four will be directly in an Educational Psyhology major, including 3266F,S,H, and four additional courses will normally be divided into two minor areas. Four half-courses will be considered to be a normal course load for the Regular Session of the resident year since the formulation of a thesis proposal is expected by the end of the residency.

The Ed.D. thesis will report the

results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focusses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit the following:

(a) Scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(b) One paper, or a summary of it, which the student feels represents his/her best work.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 43 to 45, the program for the second and third years presently consists of eight half-courses as follows:

(a) a major, consisting of four of the 3200 series seminars from Educational Psychology;

(b) a first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory;

(c) a second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department, or, under exceptional circumstances, in another department of OISE.

2. COUNSELLING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. By agreement with the Ministry of Education, Ontario, certificated and experienced teachers in Ontario who pursue a degree of Master of Education with specialization in Guidance and Counselling may thereby fulfil the academic requirements for the Province of Ontario Specialist Certificate in Guidance. Further information is available in the circular "Routes to School Guidance Certification," obtainable from the Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Please note: All part-time applications for this program commencing in the Regular Session or Summer Session *must be submitted by March 1.*

In addition to the general requirements detailed on pages 11 and 12, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) a course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level.

Courses must have been completed within the last ten years.

or

(b) satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and a half-course in educational psychology (1200F,S,H).

or

(c) the Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required to take course 1261F,S,H. All degree programs consist of a minimum of eight half-courses regardless of the certificates held.

Students are advised to check prerequisites for each course before making out their program planning sheets, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1261 F,S,H Group Work in Counselling
1266 F,S,H Theories of Vocational Development
1611 F,S Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1205 H Individual Intellectual Assessment
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1209 F,S,H Seminar: Social Psychology and Education
1217 F,S,H Theories of Behavior Modification
1260 F,S,H Foundations of Guidance and Counselling
1262 F,S,H Organization and Administration of Guidance Services
1267 Y Advanced Practicum in Counselling

Options available from the course listings in other OISE departments:

1284 F,S,H Behavior Disorders in Relation to Education
1040 F,S,H Administrative Problems I: The School System
1113 F,S,H The Maturation Process and Adult Learning
1302 F,S,H Innovations in Curriculum and Instruction in the Elementary School
1660 F,S Introduction to Empirical Research in Education
1666 F,S,H Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the advisor's approval and should take into account the student's background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

For full details of this program, see under "Programs of Specialization" in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

The Ed.D. program in Applied Psychology is designed to develop highly competent persons for leadership in establishing and improving counselling and psychological consulting services in the schools. Graduates of this program will be prepared to assume positions as faculty members in colleges and institutes of education, to work with school systems as directors and coordinators of guidance, and to act as specialists in in-service training and as staff members in agencies offering psychological services. The emphasis of this program is on developing skills in the application of knowledge from theory and research to practical counselling problems.

Departmental Requirements
In addition to the general requirements of Doctor of Education programs stated on pages 42 and 43, the Department of Applied Psychology specifies the following:

(a) The applicant must hold an M.Ed. degree with specialization in Guidance and Counselling from the University of Toronto or an equivalent degree.

(b) The applicant must have had successful experience in a position as a counsellor or in a related position for a minimum of two years.

In addition, the department will give greater priority to students who intend to enrol as full-time students in the fall of the year following their application. Occasionally, students may be admitted to the Ed.D. program who intend to study part time prior to their year of full-time residence. These cases may be considered by the department depending on the program enrolment.

The Ed.D. program in Applied Psychology necessitates one year of residence at OISE (one academic year of full-time study), plus one year of full-time internship. Normally, Ed.D. students on study leave from their respective school boards may be eligible to return to their previous educational settings provided adequate arrangements can be made for full-time counselling internships. Students who are not returning to educational settings of previous employment may choose to engage in an internship arranged by the department; however, under this arrangement there is no guarantee of full-time employment compensation.

A minimum of eight half-courses are required for the degree; however, additional courses may be required depending upon the particular nature of previous academic study. Six half-courses constitute the maximum load for a full-time student in the Regular Session. The remaining courses could be undertaken either in the previous or in the succeeding Summer Session or on a part-time basis during the following academic years within the time limit for completion of the degree.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the second year and other part-time practicums during the regular academic year will be planned to supplement course work, to help students integrate theory with practice, and to provide some specification appropriate to the student's major interest.

Particular emphasis will be placed on the internship experience of the student in the second year. Students will be expected to engage in activities related to their area of specialization such as counselling activities, organizational development work, consulting work, supervisory duties, small-group work, in-service training, and community development work. In fulfilling the requirements of the internship, students will be expected to engage in specified activities under supervision and will be expected to undertake certain projects and seminars.

The Ed.D. thesis will report the results of a study which might address theoretical issues applicable to counselling concerns and practice, or which might focus directly on the exploitation of knowledge to aspects of counselling in educational institutions.

Program of Study

(a) A major, comprising:

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 F,S,H Practicum in Counselling Psychology
3218 F,S,H Research Seminar in Counselling
3252 F,S,H Individual Reading and Research in Applied Psychology: Doctoral Level

The last course is to be offered as a special reading course designed for each individual student in accordance with that student's approved course of study in the Ed.D. program in Applied Psychology. This individual reading course should deal with issues in Counsellor Education and the Counsellor in the Schools. Special attention should be given to developing skills in training counsellors, group leaders, consultants, and change agents in the schools. This may be either for a half-course or a full-course credit, depending on arrangements.

(b) A minor, comprising two or three half-courses beyond the major, to be chosen by the student in consultation with the advisor. These courses should constitute a minor area of concentration that is closely related to the student's professional skills in counselling.

Suggested minor areas of concentration are:

Educational Psychology
School Psychology
Statistics and Research
Social Psychology
Group Processes
Sociology in Education

(c) A one-year supervised internship in counselling to be undertaken during the second year of the program.

(d) A doctoral thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counselling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members in agencies offering psychological services; to function as counselling psychologists on the staff of counselling centres in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

Admission requirements to a Ph.D. program are outlined on pages 10 and 11. Students seeking admission to this Ph.D. program should have undergraduate specialization in psychology. Applicants are not required to submit MAT or GRE scores. The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic year, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

The following courses are required of all Ph.D. students. Normally, the first three are completed during the first academic year, while the fourth one is completed in the second year.

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 F,S,H Practicum in Counselling Psychology
3218 F,S,H Research Seminar in Counselling

The courses listed below are also required, and may be distributed throughout the three years of resident study. In unusual circumstances, should a student demonstrate equivalent course content in previous graduate study to the satisfaction of both the course instructor and the student's advisor, a specific course may be waived and another substituted.

1215 H Seminar: Group Processes
1228 F,S,H Individual and Group Psychotherapy for Counselling: Part I
1229 F,S,H Individual and Group Psychotherapy for Counselling: Part II
3224 F,S,H Individual Personality and Educational Assessment: Part I
3225 F,S,H Individual Personality and Educational Assessment: Part II
3666 F,S Intermediate Statistics and Research Design

Other courses to be completed during the three years of residence include:

(a) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.

(b) A second minor, ordinarily consisting of two half-courses or equivalent taken outside the department. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

---

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 16.

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

The program normally requires a minimum residence period of two academic years.

The following is a list of the normal requirements, within which the student and the advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(a) The School Consultant Program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis.

(b) The twelve half-courses to be selected will comprise a maximum of nine required half-courses and a minimum of three half-course options, selected as follows:

– All students are ordinarily required to take 1211Y Seminar and Practicum in School Psychology (two half-course credits), and 1216F,S,H Psycho-Educational Appraisal.

– 1666F,S,H Elements of Statistics. Some students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

– The student must also choose at least three half-courses from the following list, in order to gain theoretical and practical competence in the area of behavior management:

1217 F,S,H Theories of Behavior Modification
1222 F,S,H Behavior Modification Techniques, with Practicum
1224 F,S,H Psychopathology of Childhood
1225 F,S,H Practicum in Diagnositics and Psychotherapy

This last course will provide a practicum in diagnostics and/or psychotherapy for a limited number of School Psychology students who are also enrolled in 1224F,S,H.

3217 F,S,H Practicum in Counselling Psychology
3222 F,S,H Analysis of Teaching Strategies
3223 F,S,H In-service Training and Teacher Consultation

Students may fulfil the remainder of their program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which they have the prerequisites and in which there are places. Students may also choose to take OISE courses outside the Department of Applied Psychology.

(c) There are a few restrictions concerning the choice of optional courses:

– A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.

– Students must take at least twelve half-courses at OISE, but, if their background permits, they may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYHOLOGY (SCHOOL PSYCHOLOGY OPTION)

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see pages 16 and 17.

This program is intended to prepare a person to help in the solution of practical psychoeducational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in a position of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. degree described under the heading Master of Arts with specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to a two-year doctoral program.

The combined master's and doctoral program normally requires a minimum residence period of four academic years.

The following is a list of the normal course requirements, within which the student and advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements.

First Year
A student accepted into the Ph.D. program having already earned a master's degree in Applied Psychology, with an acceptable master's thesis, at another university, but not considered to be equivalent to the M.A. School Consultant Option program, may be required to take a three-year doctoral program. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.
Note: Students entering the first or second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211Y Seminar and Practicum in School Psychology. In such cases, course 3202F,S,H will be taken in the third year of the program.

Second and Third Years
(a) A major:
3202 F,S,H Advanced Practicum in School Psychology
3666 F,S Intermediate Statistics and Research Design
(to be arranged with advisor, if appropriate);
3205 F,S,H Research Methods in School and Community Psychology
3219 Y Advanced Internship in School and Community Psychology
(The supervised internship in a school and/or community setting will require a minimum of three days per week for ten months.)

Plus two half-courses from the 3200 series in Applied Psychology.

(b) A first minor, to be selected from the following:

COUNSELLING:
3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 F,S,H Practicum in Counselling Psychology

DIAGNOSTICS AND PSYCHOTHERAPY:
1224 F,S,H Psychopathology of Childhood
1225 F,S,H Practicum in Diagnostics and Psychotherapy

BEHAVIOR MODIFICATION:
1217 F,S,H Theories of Behavior Modification
1222 F,S,H Behavior Modification Techniques, with Practicum

LEARNING AND COGNITIVE PROCESSES:
3200 F,S,H Research Seminar on the Cognitive Processes in Education
3209 F,S,H Psycholinguistics: Language, Thought, and Instruction

MOTIVATION:
1207 F,S,H Motivation in Educational Contexts
3212 F,S,H Motivational Contexts and Learning

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:
3214 F,S,H Central Nervous System Information Processing and Children's Learning
3285 F,S,H Research Seminar: Children with Special Learning Disabilities

SOCIAL PSYCHOLOGY AND EDUCATION:
1209 F,S,H Seminar: Social Psychology and Education
3210 F,S,H Research Seminar in Social Psychology in Education

TEACHING STRATEGIES AND CONSULTATION SKILLS:
3222 F,S,H Analysis of Teaching Strategies
3223 F,S,H In-Service Training and Teacher Consultation

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(c) A second minor, consisting of a full course, or two half-courses, taken outside the Department of Applied Psychology. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

A thesis is required.

---

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. All applications must include a rationale for taking a Special Purposes M.Ed. degree program. Further information about this degree will be found on pages 39 and 40.

Please note: All part-time applications for this degree commencing in the Regular Session or the Summer Session *must be submitted by March 1.*

The following are examples of special purpose areas which emphasize particular interests.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON EARLY CHILDHOOD EDUCATION

Through the Master of Education for Special Purposes, students may develop a focus on Early Childhood Education within the Educational Psychology division of the department. The focus consists of a core of three required half-courses:
1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology
1241 F,S,H Methods of Early Education and Child Care
plus optional courses in early childhood education and related areas in Applied Psychology and other departments, drawn from a list of relevant offerings on file with the focus advisor. Three of the five optional courses in an eight half-course M.Ed. program and five of the seven optional courses in a ten half-course program must have substantial emphasis on early childhood education or development.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare students who intend to operate, or are operating, primarily in a multicultural school or community setting. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto.

Dr. Aaron Wolfgang and Dr. S. B. Kent Henderson will be the faculty advisors. It is suggested that these advisors be consulted before applying for admission. Students will be required to take the following courses:

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians (*A. Wolfgang*)
1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level (*S. B. K. Henderson, S. Miezitis, J. Quarter,* and *A. Wolfgang*)

Two courses from the following:

1428 F,S,H Immigrant and Ethnic Concerns in the History of Canadian Education (*H. Troper*)
1903 F Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education (Staff)
1336 F,S,H Psychology of Second-Language Learning (*M. Swain*)
1337 F,S,H Bilingual Education and Bilingualism (*M. Swain*)
1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum: A Colloquium (*G. L. McDiarmid*)
1317 Y Theory of Second-Language Teaching (*H. H. Stern*)

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, a student may enrol in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12, 22, or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 2280s, 2290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY
Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff, Summer Session and Regular Session

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY
The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin, Summer Session and Regular Session

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING
An appraisal of current theories of counselling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counselling are requested to take 1260F,S,H before enrolling in 1202F,S,H.
L. E. Pass and staff, Summer Session and Regular Session

1203 Y PRACTICUM IN COUNSELLING
Sequenced skill training, including extensive counselling simulation with

video feedback, followed by closely supervised counselling experience in a field setting.

In addition to class hours, Guidance and Counselling students are required to participate in a one-day practicum experience in such settings, while Adult Education and Counselling students must spend two full days in such settings. Such practica for all full-time students and many part-time students are specially arranged by the department. However, it is possible for part-time students in Guidance and Counselling to arrange their practica in the schools or in settings in which they are working if they so wish. Students must consult one of the administrators of the program prior to arranging a practicum.

Prerequisite: 1202F,S,H. Non-counselling students require the permission of Dr. J. C. Weiser.
M. Guttman, L. E. Pass, and *J. C. Weiser*, Summer Session and Regular Session

1204 F,S,H PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counselling, and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.
S. B. K. Henderson, Summer Session and Regular Session

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in test administration.

Prerequisite: Permission of the instructor.
Staff, Summer Session

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of aspects of human cognition and their relevance to the conduct of a class. This includes theories of pattern recognition and reading, attention, memory, thinking, and language.
S. Palef, Regular Session

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
S. B. K. Henderson, Summer Session and Regular Session

1208 F,S,H SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.
Staff, Regular Session (not offered in 1978/79)

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are

social class, ethnic group, sex, and the youth culture.
J. Quarter, Regular Session

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES
Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research students will engage in experiential exercises and view demonstration tapes.
D. Hunt, Regular Session

1211 Y SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY
The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Practicum in the schools, one day per week. Open only to students enrolled in the School Psychology program.
R. J. Friedman, S. Miezitis, H. G. Narrol, M. Orme, and *O. Weininger,* Regular Session

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS
The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang, Summer Session and Regular Session

1215 H SEMINAR: GROUP PROCESSES
This is a year-long advanced course for Ph.D. students in Counselling Psychology; other students may be admitted with the permission of the instructor. This course encompasses a consideration of group dynamics and group development. Personal participation and the development of interpersonal skills will receive major emphasis, especially as these relate to theoretical and professional issues in counselling practice.
M. Guttman, Regular Session

1216 F,S,H PSYCHOEDUCATIONAL APPRAISAL
Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.
R. J. Friedman and *S. Miezitis,* Summer Session and Regular Session

1217 F,S,H THEORIES OF BEHAVIOR MODIFICATION
A number of approaches to behavior change will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. A humanistic behavior modification system, including factors of attention, emotion, communication, and cognition, will be developed and explained. The application of these approaches within the educational system will also be discussed.

Prerequisite: Permission of the instructor.
H. G. Narrol, Summer Session and Regular Session

1222 F,S,H BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM
Seminar and practicum instruction in appropriate use of behavior modification techniques for managing classroom

behavior problems and scholastic difficulties. Under supervision, each student will perform, and later supervise, a number of behavior modification projects.

Prerequisites: 1217F,S,H or equivalent, and permission of the instructor.
H. G. Narrol, Regular Session

1224 F,S,H PSYCHOPATHOLOGY OF CHILDHOOD

Consideration of the meaning of atypical behavior in children, focussing on its origin, characteristics, social and educational consequences, and amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.
O. Weininger, Regular Session

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: Permission of the instructor.
R. J. Friedman, Regular Session

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff, Regular Session

1227 F,S,H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to give both staff and students in Applied Psychology a better firsthand knowledge of problems and issues identified by schools and school system staff. Specifically, first-year Educational Psychology students will establish a dialogue with a school (teacher, resource staff, and principal) under the supervision of the faculty member responsible for 1227F,S,H. In order to facilitate this dialogue, students will be given an intensive introduction to all levels of school functioning by participating with school system staff in day-to-day activities.
P. Gamlin and staff, Regular Session

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will critically examine several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. Selected models will be compared, contrasted, and related to relevant psychological literature. Methods and techniques will be considered, but development of skills will not be emphasized. For students other than School Psychology and Counselling Psychology majors, permission of the instructor is required.
Staff, Regular Session

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

This course is a continuation of 1228F,S,H with an emphasis on developing skill in using the methods and techniques derived from contemporary models of psychotherapy.
Staff, Regular Session

1230 F,S,H PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the

instructor.
Staff, Regular Session

1231 F,S,H THE PSYCHOLOGY OF READING

The course examines *(a)* current psychological theory and research on fluent and beginning reading and *(b)* methods of reading instruction, including both traditional programs and those under development. The course will emphasize critical analysis of psychological findings, and methods of applying the results of research to the development of programs of reading instruction.
S. Palef, Regular Session

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING

The course will combine theory and practicum in the use of classroom observation techniques, diagnostic teaching approaches, and pupil interviews in the assessment of children's learning problems. In the practicum the teachers will learn to assess individual learning styles in their pupils and will experiment with alternate teaching approaches to foster learning in children who experience difficulty.
S. Miezitis, Regular Session

1234 A INTRODUCTION TO THE PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES

Pertinent educational issues are presented for examination from various psychological perspectives. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.
J. Quarter, Regular Session

1235 F,S,H RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a backgroud in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff, Summer Session and Regular Session

1236 F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE

This course is intended to help those involved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of individual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of the effect of attitude and personality on innovativeness will be included.

The course is designed for teachers, resource personnel, and administrators already involved in the process of curriculum innovation. Students will be required to examine some aspect of their own work toward educational change in the light of the concepts studied.
C. Nash, Regular Session

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom learning activities during each period.
R. Case, Regular Session

1241 F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
W. Fowler, Regular Session

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260 F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELLING

Philosophical issues related to guidance and counselling decisions are debated, discussed, and evaluated. Counselling theories are evaluated and related to elementary and high school situations. Counsellor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counselling are discussed, and students actually design experiments for potential use in investigating counselling problems, or for programs related to their jobs. The impact of nonverbal communication on the counsellor–student relationship is examined.
A. Wolfgang, Summer Session and Regular Session

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
R. M. Laxer, V. Renner, J. C. Weiser, and *A. Wolfgang,* Summer Session and Regular Session

1262 H ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff, Summer Session

1266 F,S,H THEORIES OF VOCATIONAL DEVELOPMENT

A study of current research and literature regarding vocational choice. Students will compare their personal theories with those of others and relate their thinking to their recognition of societal attitudes and values.
S. A. Alvi, Summer Session and Regular Session

1267 Y ADVANCED PRACTICUM IN COUNSELLING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff, Summer Session

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge – how it is acquired, how it is represented in human memory, and how it is used. Topics include models of semantic memory, perception, reading, verbal and visual memory, aspects of language comprehension, question answering, simple problem solving, and learning. The topics are discussed in terms of their importance for educational theory and practice.
S. Palef, Regular Session

3201 F,S,H THE DEVELOPMENT OF COGNITIVE COMPETENCIES

This course is concerned with the development of intelligence as a specialized mode of thought, and with the role that literate uses of language and formal schooling play in that development. A variety of theoretical perspectives will be brought to this problem: (1) the development of art, science, and literature, that is, the cultural–historical perspective, (2) the development of patterns of competence in widely different cultural environments, that is, the anthropological–psychological perspective, (3) the cognitive developmental perspective, and (4) the individual differences perspective.
D. R. Olson, Regular Session

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise first-year students in the 1211Y practicum. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211Y.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger,* Regular Session

3204 F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyse the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete, ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of applied psychology with an emphasis on their role as a psychological professional. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan, Regular Session

3205 F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.

M. Orme, Regular Session

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included; also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant and/or preschool programs.

W. Fowler, Regular Session

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.

P. Gamlin, Regular Session

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts, and each part will be covered by either of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.

S. Miezitis and *O. Weininger,* Regular Session

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.

D. R. Olson, Regular Session

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching/learning process and how such an analysis can facilitate liaison between psychology and education and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.

D. Hunt, Regular Session

3211 F,S,H SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course deals with various perspectives of education achievement, including the functional view of achievement, the anti-achievement ethic, and humanistic achievement. Institutions supporting the various perspectives will be analysed in order to integrate ideas with education practice.

J. Quarter, Regular Session

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational

contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
S. B. K. Henderson, Regular Session

3213 F,S,H RESEARCH SEMINAR IN MOTIVATION IN EDUCATION
Prerequisite: 3212F,S,H.
Staff, Regular Session (not offered in 1978/79)

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING
The relation between central nervous system development, early stimulation, early deprivation, and subsequent intellectual and cognitive abilities is investigated. A study of present information concerning some aspects of neuropsychological impairment on subsequent learning.
O. Weininger, Regular Session

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I
For students in the Ph.D. and Ed.D. programs in Counselling Psychology. Theories of counselling and psychotherapy are examined within a framework of current issues in psychology.
V. Renner and *J. Wine,* Regular Session

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II
Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang, Regular Session

3217 F,S,H PRACTICUM IN COUNSELLING PSYCHOLOGY
Prerequisite: Permission of the instructor required of all students other than those in Counselling Psychology.
C. M. Christensen and staff, Regular Session

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING
A weekly seminar to explore research issues in counselling. Students will analyse and redesign key studies in the counselling literature. Each student will complete a thorough review of a particular counselling research area and will design a study or research program based on the review. It is expected that the review and research design will serve as the basis for a dissertation proposal for many students.
J. Wine, Regular Session

3219 Y ADVANCED INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY
This internship involves supervised experience appropriate to the requirements of the school or community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, the student will also be involved in a teaching assistantship.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger,* Regular Session

3220 F,S,H ANALYSIS OF LEARNING TASKS
Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analysed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.
C. Bereiter, Regular Session

3221 F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Issues such as the requisite skills necessary for children to understand oral, written, literal, and metaphorical information will be explored. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.

Prerequisite: Permission of the instructor.

P. Gamlin, Regular Session

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.

M. Orme, Regular Session

3223 F,S,H IN-SERVICE TRAINING AND TEACHER CONSULTATION

Rationale and techniques of classroom interaction analysis: theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.

S. Miezitis, Regular Session

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.

R. J. Friedman, Regular Session

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.

R. J. Friedman, Regular Session

Note: Students in the Department of Applied Psychology may take the following courses offered by the Department of History and Philosophy of Education to fulfil some of the Applied Psychology requirements:

3479F,S,H Psychological Dimensions of Moral Development

3480F,S,H Religious Dimensions and Social Ethics

The following courses might also be of special interest to students in Applied Psychology:

Adult Education: 1106F,S,H

Curriculum: 1311F,S,H, 1313F,S,H, 1336F,S,H, 3311F,S,H

Measurement, Evaluation, and Computer Applications: 1503F,S,H, 1515F,S,H, 1520F,S,H, 3535S, 1677S, 1680F, 3637S, 3666F,S

Sociology in Education: 1903F

Curriculum

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(curriculum implementation and evaluation)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics, educational linguistics of English, sociolinguistics)

LEONARD BERK, *Ph.D. (Stanford)*
Assistant Professor
(learning in context; interactions among learner, subject matter, and milieu; interdisciplinary curriculum, particularly in the humanities; curriculum as politics)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; mathematics curriculum development)

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor
(curriculum decision-making, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teaching of writing and literature; language in the classroom; analysis of teaching)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(personal and social development of children; curriculum and school program development; process of change and innovation in schools)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Assistant Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies)

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

*JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

KENNETH F. PRUETER, *Ed.D. (Harvard)*
Professor, and Head, OISE International Education Project
(programs in educational leadership and materials exchange in developing countries; increasing Canadian teacher awareness and sensitivity to issues involved in international education and multiculturalism)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor
(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; instructional materials development; teacher/consultant decision-making)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the relationship of theory to practice in curriculum, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Professor, cross-appointed to the Department of Linguistic Studies, University of Toronto
(cognitive, perceptual, linguistic, and physiological factors underlying language comprehension, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor, and Director of the Modern Language Centre, cross-appointed to the Department of Linguistic Studies, University of Toronto
(languages; applied linguistics; psycholinguistics; language pedagogy)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Associate Professor
(psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of measurement and evaluation to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

HENRY G. HEDGES, *Ed.D. (Toronto)*
Professor, and Head, OISE Niagara Centre

JOHN MILLER, *Ph.D. (Toronto)*
Assistant Professor, OISE Northwestern Centre

RAYMOND MOUGEON, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, OISE Northeastern Centre

JOHN A. ROSS, *Ph.D. (McMaster)*
Assistant Professor, OISE Trent Valley Centre

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre

CROSS-APPOINTMENTS FROM OTHER INSTITUTIONS:

ROBERT ANDERSON, *Ph.D. (Alberta)*
Associate Professor and Program Director with the Canada Studies Foundation

JOHN CLIPSHAM, *Ph.D. (Toronto)*
Assistant Professor and Consultant: Research and Evaluation, Curriculum Resources Centre, Niagara South Board of Education

MICHAEL MCCARTHY, *Ph.D. (London)*
Associate Professor, Art Department, Faculty of Education, University of Toronto

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Associate Professor, College of Education, Brock University

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development, design, and implementation, as well as examination of instructional situations, practices, and materials used in formal and informal educational programs. Research skills appropriate to such study are developed through course work within the department. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching.

The Department of Curriculum offers courses related to four major curriculum focuses: School Programs, General Curriculum, Curriculum Processes, and Language Education. Applicants may select their courses from within any one focus or from several focuses, although they are asked to indicate their area of primary interest at the time of application. Students may also choose courses from other departments of OISE or the School of Graduate Studies. The following descriptions of department focuses are included for purposes of illustration. No attempt has been made to list all courses which a student in a particular concentration may want to consider.

The *School Programs Focus* includes art and education, English education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses dealing with various subjects, as well as in other focuses of the department. Some courses particularly relevant to the School Programs Focus are 1315F,S,H, 1316F,S,H, 1320F,S,H, 1322F,S,H, 1327F,S,H, 1340F,S,H, 1342F,S,H, 1343F,S,H, 1345F,S,H, 1379F,S,H, 3315F,S,H, 3316H, 3320F,S,H, 3322F,S,H, and 3346F,S,H.

The *General Curriculum Focus* approaches curriculum study using such general concepts as "curriculum commonplaces" (e.g., teacher, learner, subject matter, and milieu), and addresses important curriculum issues such as the theory/practice relationship. This focus includes both the introductory and general curriculum courses offered by the department.

Courses particularly relevant to the General Curriculum Focus are 1300F,S,H, 1302F,S,H, 1380F,S,H, 1385F,S,H, 3300F,S,H, 3308F,S,H, 3309F,S,H, 3360F,S,H, 3381F,S,H, and 2300F,S,H.

The *Curriculum Processes Focus* deals directly with the improvement of the school curriculum. Courses emphasize the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management. The focus on processes for effective management, relatively new in the department, should be of special interest to non-classroom personnel with curriculum responsibilities at the school and board level. Some courses especially relevant to the Curriculum Processes Focus are 1301F,S,H, 1305F,S,H, 1306F,S,H, 1308F,S,H, 1309F,S,H, 1360F,S,H, 1378F,S,H, 1398F,S,H, 1399F,S,H, and 3301F,S,H.

The *Language Education Focus* is concerned with language education, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum. Some courses particularly relevant to the Language Education Focus are 1310F,S,H, 1311F,S,H, 1313F,S,H, 1317Y, 1318Y, 1319F,S,H, 1326F,S,H, 1330Y, 1332Y, 1333Y, 1336F,S,H, 1337F,S,H, 3310F,S,H, 3311F,S,H, 3313F,S,H, 3319F,S,H, 3330F,S,H, and 3332F,S,H.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 38 to 39. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for part-time study in Curriculum must submit (1) a score on the Miller Analogies Test (see page 16); (2) a carefully prepared statement indicating in some detail the applicant's career plans and reasons for wanting to undertake a program in Curriculum; (3) a single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

This program consists of eight half-courses as follows:

(a) 1300F,S,H Foundations of Curriculum Development;

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another department of the School of Graduate Studies.

Note: Students accepted to a ten half-course program must take five half-courses within the Department of Curriculum.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department offers some off-campus sections of curriculum courses to people in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses at OISE.

Information and application materials for off-campus courses to be offered in the 1978/79 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see pages 39 to 40).

The Department of Curriculum also offers an M.Ed. focus in Early Childhood Education. This focus consists of eight half-courses:

(a) the following four half-courses:
1300 F,S,H Foundations of Curriculum Development
1308 F,S,H (Section L0102) Accommodation of Curriculum Planning to the Needs of the Learner: Primary/Junior
1311 F,S,H Reading and Language Comprehension
1365 F,S,H Programs and Practices in Early Education

(b) four half-courses selected within the Department of Curriculum and/or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the focus advisor, Dr. Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 40 to 41. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit a score on the Miller Analogies Test (see page 16).

The two letters of reference referred to on pages 10 to 11 should be solicited from university professors or other persons in a position to judge the applicant's scholarly promise at the graduate level.

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program must undertake a minimum of half their course work in this department, including 1300F,S,H Foundations of Curriculum Development. The remainder of their course work may be selected from this department, from any other department of OISE, or from another department of the School of Graduate Studies with the approval of the student's advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on-the-job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 42 to 43.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 11 and 12 the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see pages 16 and 17).

(c) Early in the application procedure, the applicant is contacted to arrange a series of interviews with faculty members.

(d) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

PROGRAM AND PATTERN OF STUDY

Each program of study consists of a minimum of eight half-courses, tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining course work can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study are required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 43 to 45. In addition, those applying for the Ph.D. in Curriculum must submit a score on the Aptitude Test of the Graduate Record Examination (see pages 16 and 17).

In addition to the major thesis and other requirements as described on pages 43 to 45, the normal pattern of study for this degree is as follows:

(a) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two

half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., and Ph.D. study concentrated in educational linguistics and second-language learning. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some course work in the Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33.

Note on admission deadlines:
Applications for full-time study in the Department of Curriculum *must be submitted by February 1.*

Applications for part-time study in the Department of Curriculum beginning Summer Session *must be submitted by March 1*; beginning Regular Session *must be submitted by June 1.*

1300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the study of curriculum problems. Each of the several sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, obtainable from the Graduate Studies Academic Secretary of the Department of Curriculum, should assist the student and advisor in selecting the section that best suits the student's needs and interests.
Staff, Summer Session and Regular Session

1301 F,S,H PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.
R. Garry and staff, Regular Session

1302 F,S,H INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
E. M. Regan, Regular Session

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1305 F,S,H TECHNIQUES FOR IMPROVING INSTRUCTION

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching.
B. Fillion and *B. Kilbourn,* Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course identifies strategies for *(a)* recovering consistent meanings for the complex curriculum objectives found in current guidelines; *(b)* sequencing components toward the realization of those objectives; and *(c)* devising effective pedagogical schemes in relation to them. The strategies draw heavily upon major OISE applied research and curriculum development projects, and deal with both cognitive and affective objectives.
F. G. Robinson, Regular Session (after hours)

1308 F,S,H (Section L0102) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.

Prerequisite: Permission of the instructors.]
C. D. Carlow and *E. M. Regan,* Regular Session (after hours)

1308 F,S,H (Section L0103) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE/SECONDARY

A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theatre arts, second-language learning, and mathematics, depending upon the range of interests in the class.

Prerequisite: Permission of the instructor.
C. D. Carlow and staff, Regular Session (after hours)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING

This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities (e.g., principals, consultants) as well as classroom teachers.

Prerequisite: 1305F,S,H or permission of the instructor.
B. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM
An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).
M. Swain, F. Smith, and *B. Fillion,* Regular Session (after hours)

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL
This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
B. Fillion, Regular Session (after hours)

1316 F,S,H (Section L0102) MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY
A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of the proper role of activities and games and the curriculum implications of the change-over to metric units of measurement.
C. D. Carlow, Regular Session (after hours)

1316 F,S,H (Section L0103) MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY
Mathematics curriculum materials at the intermediate and senior levels will be considered in a historical perspective and analysed in terms of theories of learning and motivation. A study of the recent Ministry guidelines for intermediate mathematics and their implications for future mathematics curriculum will be made.
C. D. Carlow, Regular Session (after hours)

1317 Y THEORY OF SECOND-LANGUAGE TEACHING
The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. H. Stern, Regular Session (offered in 1978/79 and alternate years)

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING
The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
H. H. Stern, Regular Session (alternate years; not offered in 1978/79)

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL
This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.
H. H. Stern and staff, Regular Session

1320 F,S,H (Section L0102) SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY
An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Summer Session and Regular Session (after hours)

1320 F,S,H (Section L0103) SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY
A systematic analysis of matters central

to curriculum development for science in secondary schools. Topics include views of the nature of science and corresponding implications for teaching strategy and evaluation, the defensibility of objectives, and their relation to subject matter.

Prerequisite: Permission of the instructor.

D. A. Roberts and staff, Regular Session (after hours)

1321 F,S,H THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and either section of 1320F,S,H or equivalent.

D. A. Roberts, Summer Session and Regular Session (after hours)

1322 F,S,H (Section L0102) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching/learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of "the new social studies."

Staff, Regular Session (after hours)

1322 F,S,H (Section L0103) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focusses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.

Staff, Regular Session (after hours)

1323 F,S,H SKILLS OF SOCIAL CRITICISM IN SOCIAL EDUCATION

A study of the concept of critical problem vision in students, that is, an awareness of the gaps between social ideals and social reality. The course examines the construction of a rationale for social criticism as an aspect of citizenship education. On the basis of a line of literature, research on teaching, and curriculum materials, practical skills of social criticism will be developed.

Prerequisite: Permission of the instructor.

Staff, Regular Session (after hours)

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.

J. A. McInnes, Regular Session (after hours)

1327 F,S,H (Section L0102) READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.

F. Smith, Regular Session (after hours)

1327 F,S,H (Section L0103) READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and

practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
B. Fillion, Regular Session (after hours)

1330 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar, phonology, and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.
S. Lapkin, Regular Session (after hours)

1332 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.
J. P. B. Allen, Regular Session (after hours)

1333 Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1336 F,S,H PSYCHOLOGY OF SECOND-LANGUAGE LEARNING

Theories and research of first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage, transitional competence, and approximative systems. The role of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.
M. Swain, Regular Session (offered in 1978/79 and alternate years)

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain, Regular Session (alternate years; not offered in 1978/79)

1340 F,S,H AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and

assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching/learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341 F,S,H THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic theories of communication based on philosophy, psychology, and social and cultural thought. In correlation with these basic theories, the aesthetics of filming and television and the dimensions of visual literacy will be examined. Examples of the great innovators in film and television production will be reviewed and assessed.

Prerequisite: 1340F,S,H or permission of the instructor.
F. B. Rainsberry, Regular Session

1342 F,S,H FILM AND THE TEACHING OF THE HUMANITIES

An examination of the use and study of film and other electronic media in humanities education, as teaching aids, artistic productions, and sociolinguistic phenomena. The concept of the humanities, the place of film in humanistic studies, critical approaches to film study, and various teaching procedures will be discussed and analysed.
B. Fillion and staff, Regular Session (after hours)

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course entails an examination of major works in the philosophical, aesthetic, and social foundations of the humanities in their several aspects of literature, poetry, music, and fine arts, with special emphasis on their implications for curriculum development and classroom instruction.
F. B. Rainsberry, Regular Session

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical, psychological, and ethnological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of drama as both a subject and a method.

R. Courtney, Summer Session and Regular Session (after hours)

1348 F,S,H ARTS & EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and artistic life of societies, with specific reference to Canadian Indians. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
R. Courtney, Regular Session (after hours)

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to submit an Individual Reading and Research Course form, available from the department's academic secretary, describing the rationale and plan of study for the course. This form should be approved by the faculty advisor and the instructor with whom the course will be taken. Course 1352F,S,H will not be approved on a student's Program Planning Sheet until this form has been approved by the department.

1355 F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly, Summer Session

1358 F,S,H STRATEGIES FOR IMPLEMENTING CURRICULUM INNOVATIONS

A seminar investigating the role of curriculum development in responding to societal goal structures and in facilitating alternative school curriculum practices. Theoretical aspects of curriculum development will be explored from the perspectives of educational objectives, alternatives, innovation theory, and theory of action.

Consideration will be given to the role of evaluation in the change process and to different evaluation models used in actual curriculum developments.
K. A. Leithwood, Regular Session (after hours)

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation

problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1370 F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.
J. A. McInnes, Regular Session (after hours)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.
J. Weiss, Regular Session (after hours)

1379 F,S,H KNOWLEDGE AND THE SCHOOL CURRICULUM

The course explores the epistemological foundations of the disciplines as they are reflected in secondary school subject-matter areas, and is oriented, in part, toward the development of integrated courses of study in the curriculum.

Prerequisite: Permission of the instructor.
B. Kilbourn, Regular Session (daytime)

1380 F,S,H MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyse the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the education of selected native and minority groups in Canada.
G. L. McDiarmid, Regular Session

1385 F,S,H CURRICULUM DESIGN AND THE ARTS OF THE PRACTICAL

An introduction to the study of curriculum deliberation. Students will examine principles of deliberation as they appear in case studies of curriculum design and in conceptual treatments of deliberation in curriculum, law, and ethics. Application of these principles will be sought in the student's practicum activity and in a concurrent curriculum project to be conducted by the class.

Corequisite: Concurrent registration in the designated section of 1398F,S,H.

Prerequisite: Permission of the instructor.
L. Berk, Regular Session (after hours)

1390 F,S,H CURRICULUM CONSULTANCY

The focus of this course is on the interpersonal and deliberative skills needed by those who are called upon to act as curriculum consultants. Although many of the skills and understandings treated in other courses in the Curriculum Processes Focus are essential for effective consultancy, particular empha-

sis will be given to the following: *(a)* knowing how to adapt a consultant's contributions to the existing cognitive and affective structures of the recipient(s); *(b)* understanding of a variety of styles of and strategies for invervention with their strengths and limitations in different contexts; *(c)* knowing how to analyse dimensions of a consultant's role and predict the relative effectiveness of different classes of activity in achieving educational improvement; *(d)* understanding, through analysis of case studies, of the points at which curriculum decision-making is typically less than optimally rational; *(e)* knowledge of alternative contributions which, as points identified in *(d)*, should enhance the rationality of decision-making; *(f)* ability to reflexively analyse one's own contribution in a consultancy role, as a basis for generating alternative strategies and tactics which might be more effective on another occasion.
F. G. Robinson, Regular Session (after hours)

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.
Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.
Staff, Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300F,S,H.
G. L. McDiarmid, Regular Session (offered as required)

3301 F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.

Prerequisite: Permission of the instructor.
Staff, Regular Sesssion (daytime)

3305 F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING

Critical examination of current paradigms in research on teaching with concentration on selected exemplar studies. Emphasis will be placed on analysing the conceptual foundations of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.
B. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analysed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral

students only by permission of the instructor.
D. A. Roberts, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.
F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analysing data.

Prerequisite: 1310F,S,H, 1311F,S,H, or 1313F,S,H.
Staff (offered as required)

3311 F,S,H THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311F,S,H and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311F,S,H or permission of the instructor.
F. Smith, Regular Session

3313 F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.
Staff, Regular Session (not offered in 1978/79)

3315 F,S,H RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English teaching in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315F,S,H or permission of the instructor.
B. Fillion, Regular Session (daytime; offered as required)

3316 H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of mathematics curriculum for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H and a project proposal approved by the instructor.
C. D. Carlow, Summer Session (offered in Summer Session 1978 and alternate summers)

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities

for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
H. H. Stern and staff, Regular Session

3320 F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly, B. Kilbourn, and *D. A. Roberts* (offered as required)

3322 F,S,H RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.
Staff, Regular Session

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguisitics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330Y or equivalent.
S. Lapkin, Regular Session

3332 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333Y or permission of the instructor.
J. P. B. Allen, Regular Session (daytime)

3340 Y RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340F,S,H and 1341F,S,H.
F. B. Rainsberry, Regular Session (after hours; offered as required)

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime; offered as required)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352F,S,H, but at the doctoral level.

3360 F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focussing on evaluation and others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.
J. Weiss and *M. Wahlstrom,* Regular Session (daytime)

3380 F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority group children and youth in school. Results of school–community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.
G. L. McDiarmid, Regular Session (offered as required)

3381 F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical intentions in curricula are compared with subsequent consequences of schooling.
G. L. McDiarmid, Summer Session and Regular Session

EXPERIMENTAL COURSES IN CURRICULUM

2300 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH (MASTER'S LEVEL)

An analysis of various approaches to research in curriculum development and assessment. Topics will be addressed to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.
M. Wahlstrom, Regular Session

2301 F,S,H ARTS & EDUCATION: DESIGN EDUCATION (MASTER'S LEVEL)

An examination of problems and issues in Design Education, with special emphasis on their relevance to curriculum. There will be a review of current research in Design Education based on a study of the impact of design on human development with specific reference to the visual and plastic arts, industrial arts, social studies, and the environment.
R. Courtney and staff, Regular Session (after hours)

2302 F,S,H ARTS & EDUCATION: ACADEMIES AND VISUAL ART EDUCATION (MASTER'S LEVEL)

A comparative study of educational practice in the visual arts, with particular reference to the concept of the academy in the Renaissance and subsequently.
M. McCarthy, Regular Session (after hours)

2303 F,S,H ARTS & EDUCATION: UNIVERSAL EDUCATION AND VISUAL ART (MASTER'S LEVEL)
A comparative study of legislation for art education in schools and for the training of teachers of art in the past century and a half in Britain, the United States, and Canada; the influence of artists and art critics upon the development of the teaching of the visual arts in junior and senior schools and colleges of education.
M. McCarthy, Regular Session (after hours)

2304 F,S,H ARTS & EDUCATION: ART THERAPY AND CHILD DEVELOPMENT (MASTER'S LEVEL)
This course will study Art Therapy and its application to the field of education. Theoretical areas will include child development, non-verbal communication, and the role of creativity in the classroom. Practice involvement is required.
R. Courtney and staff, Regular Session (after hours)

2350 F,S,H CURRENT CURRICULUM LITERATURE (DOCTORAL LEVEL)
Students will serve as contributing editors of *Curriculum Inquiry.* With the instructors, they will review prospective contributions to the journal and aid contributors in revising their submissions after acceptance.

Prerequisite: Permission of the instructors.
L. Berk and *J. Weiss,* Regular Session (daytime)

2351 F,S,H COLLOQUIUM ON DECISION-MAKING ROLES IN CURRICULUM AND INSTRUCTION (DOCTORAL LEVEL)
A seminar which explores the curriculum-instruction decision-making roles of teachers, consultants, department heads, etc. Problem-solving, issue-oriented approach in which course instructors and students collaborate in exploring dimensions and demands relative to different decision-making roles and responsibilities.

Prerequisite: Permission of the instructors.
F. M. Connelly and *E. M. Regan,* Regular Session (daytime)

2353 F,S,H ADVANCED SEMINAR ON MANAGING CURRICULUM INNOVATIONS (DOCTORAL LEVEL)
This is an advanced course intended for curriculum managers with school or school system responsibilities. Research describing current processes of curriculum decision-making and the usefulness of existing strategies for influencing that decision-making will be examined. More effective intervention strategies will be developed, and students may be asked to field test some strategies in school settings under the direction of the instructor and participating curriculum managers. These strategies will relate to specific curriculum functions such as planning, development, implementation, and evaluation.

Educational Administration

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(internal functions of school boards, trustee–administrator relationships, educational management in a period of retrenchment)

LAWRENCE M. BEZEAU, *Ph.D. (Stanford)*
Assistant Professor
(economics, finance, and planning of education; social science research methodology)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

JOHN E. DAVIS, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Midwestern Centre
(organizational and professional development)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(organizational analysis, values, and action; organizational design; inventing and improving organizations)

MARK HOLMES, *Ph.D. (Chicago)*
Associate Professor, and Coordinator of Field Development, OISE
(effect of the school and internal school characteristics on educational outcomes; values in education; planning for school change; school administration)

JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; operations analysis and management systems)

*STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Associate Professor
(analysis of quantitative and qualitative data; social context of education and its relationship to educational finance; dissemination and utilization of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

JOHN R. MCCARTHY, *M.A. (Columbia), LL.D. (McMaster), LL.D. (Queen's)*
Associate Professor
(provincial administration of education; role of provincial commissions, committees, and task forces; school finance, grants to school boards; school law; role of trustee, teacher, and administrator organizations)

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Assistant Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to the analysis of organizations; study of managerial work; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, cross-appointed with the Ontario Council for Leadership in Educational Administration (OCLEA), Executive Director
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor, cross-appointed to the Franco-Ontarian Centre
(grants to school boards; taxation for education; local and central control of education; school law; declining enrolment; French as a minority and second language)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(legal context of education; collective bargaining; life-work planning; ombudsmen and other grievance handling mechanisms; the future context of education)

DORIS W. RYAN, *Ph.D. (Chicago)*
Associate Professor, and Assistant Coordinator of Research and Development Studies, OISE
(sociological and organizational studies, especially in secondary schools and postsecondary institutions; school board administration and decision-making)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel; educational management in a period of retrenchment)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; development of teacher organizations; politics of education; American Indian education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(program implementation and innovative education; alternative schools; interpretative sociology; use of dramatic narratives in social theory)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor
(political bases of educational reform; the school or postsecondary administrator in the protest process; Quebec policies, including their impact on education in English Canada)

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(a) experience as a school business official or in some other professional role in educational administration;

(b) two letters of recommendation;

(c) a promising score on the Miller Analogies Test (see page 16);

(d) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees of $112.50 for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(a) the core module, 1040F,S,H and 1041F,S,H;

(b) a specialized module, 1017F,S,H and 1031F,S,H;

(c) an elective module, normally including one half-course from the M.Ed. human relations courses – 1012F,S,H, 1023F,S,H, and 1024F,S,H – and one half-course from the Department of Educational Planning.

Students may enrol full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one Regular Session; on a part-time basis, in any combination of three Regular or Summer Sessions. Some courses may be available off-campus.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practising school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practising administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 11 to 12, the department requires that, whenever possible, the two letters of reference (page 10) should be written by *(a)* an educational administrator for whom the applicant has worked, and *(b)* a professional colleague. Also, MAT scores are required for both part-time and full-time applicants (see page 16).

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take a total of eight half-courses:

(a) a core module normally to be taken first in the student's program and consisting of:

1040 F,S,H Administrative Problems I: The School System

1041 F,S,H Administrative Problems II: The School System in Society

(b) one half-course in human relations

selected from:

1012 F,S,H Clinical Analysis of the Administrative Process
1023 F,S,H Interpersonal Relations in School Systems
1024 F,S,H Clinic in Administrative Relationships (Pass/Fail)

(c) five elective half-courses, at least one of which must be taken in educational administration.

Students who lack a year of professional education for teaching but have relevant professional experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(a) Policy Development and Politics of Education

(b) Economics, Finance, and Business Management of Education

(c) Management of Human Resources in Education

(d) Administration of Postsecondary Institutions

(e) Social Context of Educational Administration

(f) Program Development and Evaluation in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that courses in the M.A., Ph.D., and Ed.D. programs are not normally open to them since they require full-time study or, at least, attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enrol, part time or full time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. students only)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1978 Summer Session will be available from the Office of the Coordinator of Graduate Studies on February 1, and on April 17 for the after-hours program in the 1978/79 Regular Session.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 and 12, the Department of Educational Administration specifies the following:

(a) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(b) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by two letters of reference from senior administrators under whom the applicant has functioned, commenting on the applicant's

– achievement in identifying and solving educational problems;

– ability to work with people;

– leadership style; and

– awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

(d) A promising score on the Miller Analogies Test.

(e) After an initial screening, applicants will be interviewed by a selection team.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(a) the Ed.D. core module, which consists of three half-courses – 3040F, 3041F, and 3042H – that apply theoretical and practical knowledge to problems likely to be experienced by senior administrators in educational organizations;

(b) Option Module A, which consists of two half-courses that offer the student an opportunity for advanced study in an area of concentration to be approved by the faculty advisor;

(c) Option Module B, which consists of either:

– a two half-course internship (3044S and 3045S) and one half-course elective (to be taken outside the Department of Educational Administration), or

– a half-course internship (3044S); two half-course electives (one of which will be from outside the Department of Educational Administration);

(d) a thesis.

A student's program of study will normally begin in the Fall term with the three courses of the Ed.D. core module. During the Spring term the student will take Option Module B. Option Module A will generally be taken during the summer after the year of residence, or may be completed after hours during a Regular Session outside the year of residence, thus completing the eight half-courses required for the degree.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (This is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of the Coordinator of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This specialization prepares students in the analysis and design of educational organizations. An integrated program of study leads first to the M.A., with the possibility of continuing into the Ph.D. program. The program is suited to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. Teaching or administrative experience is recommended, but not required, for admission. The program is designed for students who have a commitment to education and to the task of improving schools through theory and research.

DEPARTMENTAL REQUIREMENTS

The general admission requirements for M.A. and Ph.D. programs are described on pages 10 and 11. Normally students will begin the program with studies leading to the M.A., but students with appropriate training and background may enter Ph.D. studies on the recommendation of the department. Because the program design integrates both credit and non-credit experiences, satisfactory completion of all program elements, as judged by the M.A.–Ph.D. team, is required. In the past, study in the program has been available only on a full-time basis. However, it is hoped to offer part-time M.A. programs in the future. Details of these programs may be obtained from the representatives of the program in the department.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:
1001 Y The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1003 F,S,H Methods of Inquiry into the Social Realities of Schools
plus one of:
1666 F,S,H Elements of Statistics
1520 F,S,H Processing Educational Research Data
In addition, one half-course option; a research and development apprenticeship; and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

Throughout the program, students will undertake clinical observation and work within school settings. Opportunities for development of students' interpersonal and group process skills are also provided.

The second year is similar to the first, and includes:
3001 Y Advanced Seminar in Educational Organization and Process
3002 F,S,H Advanced Seminar in Research on Educational Organizations
plus one of:
3666 F,S Intermediate Statistics and Research Design
3901 S Sociological Field Research Methods in Education
In addition, two half-course options, an apprenticeship, an internship, and a second independent paper are required.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, an internship, and a thesis.

Courses 1001Y and 3001Y and half-courses 1002F,S,H and 3002F,S,H constitute the student's major in Educational Administration; 1003F,S,H, 1666F,S,H, and 3666F,S constitute the first minor; and the optional studies constitute the second minor. The remaining portions of the program do not carry course credit, though they are required by the department.

COURSES

A course is identified with this department when the first two digits in the course number are 10, 20, or 30.

1001 Y THE SCHOOL AS A SOCIAL INVENTION
The school as a social invention: explorations of the experiences of schooling and how these are related to the organizational features of schools and personal ideologies, and the process by which people construe and interpret the social reality of schools. The theoretical orientation of the seminar provides a general framework for inquiry throughout the M.A.–Ph.D. program.
T. B. Greenfield and *R. I. Simon,* Regular Session

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE
Describing and critically understanding everyday school life: helping students assess and improve educational practice. A wide literature from the social sciences provides the source of ideas about school organization. The seminar requires intensive use of the student's school or organizational setting as an environment for study.
A. F. Brown and *M. A. Levin,* Regular Session

1003 F,S,H METHODS OF INQUIRY INTO THE SOCIAL REALITIES OF SCHOOLS
A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will be addressed to student needs developing from their involvement in apprenticeships, assistantships, and internships.
S. B. Lawton, Regular Session

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS
A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies, simulation materials, and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
T. B. Greenfield, J. G. Scott, and staff, Regular Session

1016 F,S,H PROGRAM ORGANIZATION
An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, M. A. Levin, and *R. I. Simon,* Summer Session and Regular Session

1017 F,S,H EDUCATIONAL FINANCE
Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
J. R. McCarthy and *E. B. Rideout,* Summer Session and Regular Session

1018 F,S,H THE POLITICAL ORGANIZATION OF EDUCATION
The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.

A. D. Selinger and *R. G. Townsend,*
Summer Session and Regular Session

1020 F,S,H THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multimedia presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity *(a)* to develop a personal and professional orientation toward change, and *(b)* to apply this orientation to a self-selected educational problem from the real or an imagined world.
M. P. Robbins, Regular Session

1021 F,S,H RETRIEVAL OF KNOWLEDGE IN EDUCATION

An introductory course in bibliographic research methodology in education. Its purposes are to develop in educational practitioners and researchers the skills to identify and clarify their information needs; to familiarize them with the variety and quantity of resources in education available to them; to teach them how to formulate research strategies to retrieve information effectively; to help them to choose from and evaluate resources from the vast quantities of information available. This course will be especially valuable to those involved in writing reports, theses, or Qualifying Research Papers.
Staff, Regular Session

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to the students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for this role.
G. T. McLeod and *A. D. Selinger,*
Summer Session and Regular Session

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff,
Summer Session and Regular Session

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
L. M. Bezeau, M. P. Robbins, and staff,
Summer Session and Regular Session

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT

This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics will be examined. Particular emphasis will be placed on the factors over which the administrator has control or influence.
M. Holmes, Regular Session

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION
The economic aspects of administering educational systems are analysed through concepts from program budgeting, input–output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
L. M. Bezeau, Regular Session

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS
Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session and Regular Session

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION
An exploration of the interrelationships among legal doctrine, legal processes, educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.
M. P. Robbins, Regular Session

1031 F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION
The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
J. R. McCarthy and *E. B. Rideout,* Summer Session and Regular Session

1032 F,S,H ADMINISTRATION OF COMMUNITY COLLEGES
Current administrative problems in community colleges will be analysed in the light of various administrative and political theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
R. G. Townsend and staff, Regular Session

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM
Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, E. S. Hickcox, G. T. McLeod, J. G. Scott, and staff, Summer Session and Regular Session

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY
Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.
J. H. House, S. B. Lawton, J. R. McCarthy, R. G. Townsend, and staff, Summer Session and Regular Session

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND PROCESS
Content is similar to that of 1001Y, but at a more advanced level.
Prerequisite: 1001Y.
L. M. Bezeau, Regular Session

3002 F,S,H ADVANCED SEMINAR IN RESEARCH ON EDUCATIONAL ORGANIZATIONS
Content is similar to that of 1002F,S,H, but at a more advanced level.
R. I. Simon, Regular Session

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR
A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four headings: *(a)* the structure of organizational behavior, *(b)* some dynamics of groups and individuals, *(c)* studies of interpersonal behavior in administration, *(d)* designing organizations for individuals.
A. F. Brown, Regular Session

3017 F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION
Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and nonautomatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.
L. M. Bezeau, Regular Session

3018 F,S,H THE POLITICS OF EDUCATION
An advanced seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018F,S,H, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
R. G. Townsend, Regular Session

3040 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I
3041 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II
3042 H ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III
These three seminars are designed to shape inquiry throughout the Ed.D.

program. Included among the areas of study are: Organization Theory and Application, Educational Issues and Policy Development, Politics of Education, Organization Development, and Research and Development Techniques.

Ed.D. students must enrol in all three seminars concurrently.
J. G. Scott, E. S. Hickcox, S. B. Lawton, J. R. McCarthy, G. T. McLeod, and *R. G. Townsend,* Regular Session

3044 S INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I
An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
J. G. Scott, E. S. Hickcox, and staff, Regular Session

3045 S INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II
See description for 3044S.
J. G. Scott, E. S. Hickcox, and staff, Regular Session

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL
Description as for 1052F,S,H, but at the doctoral level.

EXPERIMENTAL COURSE IN EDUCATIONAL ADMINISTRATION

2050 F,S,H DISSEMINATION AND UTILIZATION OF KNOWLEDGE IN EDUCATION
This course will examine current theories and practices of knowledge dissemination and utilization in education, with particular reference to their use in meeting the needs of educational practitioners. Aimed at educational practitioners and researchers, the course will introduce them to recent developments in information delivery techniques from the viewpoint of the user; heighten their awareness of the complexity of information communication and the diversity of the parties involved; and help them to become effective "knowledge linkers" within the profession.

Prerequisite: 1021F,S,H or permission of the instructor.
Staff, Regular Session

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. program description:

Adult Education: 1100F,S,H, 1101F,S,H, 1105F,S,H, 1106F,S,H

Applied Psychology: 1215H

Curriculum: 1300F,S,H, 1301F,S,H, 1302F,S,H, 1305F,S,H, 1306F,S,H, 1308F,S,H, 1358F,S,H, 1360F,S,H, 1378F,S,H, 3308F,S,H, 3360F,S,H

Educational Planning: 1700F, 1701Y, 1703F,S, 1706F,S,H, 1715F,S,H

Higher Education: 1803Y, 1805F, 1807Y, 1809F, 1810F, 1811S

History and Philosophy of Education: 1403F,S,H, 1417F,S,H, 1424F,S,H, 1428F,S,H, 1434F,S,H, 1443F,S,H, 1456F,S,H, 3426F, 3427S, 3428F,S,H

Measurement, Evaluation, and Computer Applications: 1525H, 1610F, 1659F,S, 3610S

Sociology in Education: 1902F,S,H, 1903F, 1904F,S,H, 1907F, 1909F,S,H, 1929F,S,H, 1935S, 1960F, 1970F, 1972F, 3902F, 3911F, 3930S, 3940F,S,H

Special Education: 1294F,S,H, 3293F,S,H

Educational Planning

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor, and Chairperson of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed to Sociology in Education
(quantitative econometric models of educational planning, educational policy, development/underdevelopment, Marxism, Gandhian thought)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(public finance and educational policy; alternative policies for post-secondary education)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in local education authorities; school—community interaction; implementation of educational innovations; equity in school provisions; corporate strategy and long-range planning for local boards of education)

*BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educational planning; planning special education for persons with learning disabilities; Canadian socioeconomic history in relation to education in Canada and especially in Ontario)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(operations research/systems analysis in educational planning; information systems and resource allocation structures for school board planning and decision-making)

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Associate Professor, and Assistant Director (Administration), OISE
(studies of the relationship between education and employment; resource allocation in education; manpower policy; collective bargaining and employment relationships; salary structures)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(cybernetics and general systems theory for corporate planning and effective management in school boards and colleges/universities; administrative intelligence-information systems; model-building for educational planners; planning philosophy and management thought)

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(planning as a tool for social policy; forecasting techniques and planning methodology; manpower planning for education, particularly supply/

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

demand studies of the teacher force; enrolment projections)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(educational planning for developing nations; comparative and international education; planned social change in Canada; Indian and Innuit (Eskimo) education; UNESCO)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs undertaken on a full-time basis require attendance in the departmental seminar 1713H (non-credit) at the master's level, or 3713H (non-credit) at the doctoral level.

All full-time students beginning their programs during or later than 1976/77 are also required to take course 1720H Overview of the Field of Educational Planning (for credit).

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make-up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in educational planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practising planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 11 and 12, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(a) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.

(b) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.

(c) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, micro-planning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 43 to 45, work for this degree includes:

(a) a major in Educational Planning, consisting of four appropriate half-courses;

(b) a first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto;

(c) a second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be cancelled when enrolment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrolment.

There will probably be more courses offered after hours in a given year than the Bulletin indicates.

1700 F THEORIES OF MICRO EDUCATIONAL PLANNING

An application of the concepts of planning to educational planning; an examination of the functions and range of activities of a planning office; a study of the relationships of planning decisions to political decisions.
C. Watson and *F. G. Ridge,* Regular Session (after hours)

1701 Y SCHOOL SYSTEMS: PLANNING PRACTICUM

The application of concepts of educational planning, town planning, and land use planning to the work of the school board planner. In this course students carry out a set of planning exercises which include such things as projecting enrolment and teacher supply/demand, preparing a long-range budget, estimating the effects of urban redevelopment, choosing school sites, and estimating the effects on a school system of proposed policy changes in the public sector. Subject to student demand the course will be given in two sections: *(a)* for students from Ontario or other parts of North America, *(b)* for overseas students. The latter will be required to obtain statistical and other data relevant to the countries for which they are planning.
C. Watson and *S. Quazi,* Regular Session (after hours)

1703 F,S EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

This course deals with the relationship between education and economic activity at both the micro- and macro-level. Topics to be covered include the contribution of education to economic growth and individual earnings. Special references are made to the Canadian case.
M. L. Handa, Regular Session

1705 F,S,H DEMOGRAPHIC METHODS FOR EDUCATIONAL PLANNING

An introductory course dealing with the techniques and methodology of demography. Topics include population measurement and prediction; population composition and structure; measurement of mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration and of changes in rural/urban distribution of population; implications of population change for the labor force; computation and implications of dependency ratios; the interrelationship of international migration with labor force and population growth; implications of population change for economic progress, employment levels, and educational demand and supply.
B. B. Macleod, Regular Session

1706 F,S,H PUBLIC FINANCE AND EDUCATIONAL PLANNING

Public finance will be used as the frame of reference for studying allocation, distribution, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland, Regular Session (after hours)

1708 F EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focusses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of develop-

ing propositions useful to theory building.
J. P. Farrell, Regular Session

1709 F,S THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session

1711 Y SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING

Note: Students registering in this course must take Part I and Part II.

Part I: An introductory overview of systems approaches to educational planning and rational decision-making. Topics to be covered will include: systems theory, the systems approach, corporate planning, project planning and scheduling techniques, linear programming, game theory, simulation techniques, Markov Chains, forecasting techniques, cost-effectiveness analysis, and Management Information Systems. Emphasis will be on concepts and structure of the techniques.

Part II: Applications of the systems techniques in the educational planning context will be covered. Students will select problems in one of the following areas of interest: *(a)* the local board level, *(b)* the institutional level, or *(c)* international education. Examination of the problem areas will emphasize in-depth analysis and implementation. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.
E. H. Humphreys, S. Padro, G. S. Tracz, and *D. N. Wilson,* Regular Session

1712 F,S MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, methods of forecasting manpower requirements.
M. L. Handa, Regular Session

1713 H SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

This is a compulsory non-credit course to be taken by every full-time student as part of the academic program during each year of residence within the department. The series of seminars includes presentations by visiting speakers, faculty, and students. The main object of the course is to provide a regular forum for academic discussion in the department.
Staff, Regular Session

1714 F,S THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course outlines the history of economic and educational planning and presents a comparative view of current planning practices in selected countries. Canadian educational planning problems are then discussed in this historical and comparative perspective.
M. L. Handa, Regular Session

1715 F,S,H METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide

students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
W. E. Alexander, Regular Session

1716 S EDUCATIONAL PLANNING AND THE ORGANIZATIONAL BUDGET

The topic is organizational objectives and resource allocation. Budgets are regarded as the key organizational abstraction available to policy-makers, planners, and administrators. The budgetary process is examined as an important, though imperfect and incomplete, effort at reconciling competing organizational goals and activities. The state and municipalities are considered to be important organizations, but emphasis is on school boards and postsecondary institutions.
J. W. Holland, Regular Session

1717 F,S THE PLANNING OF EDUCATIONAL FACILITIES

This course is designed to acquaint educational decision-makers at all levels with the methods for estimating the need for and planning the development of educational facilities required for proposed educational programs. The interaction between educational policy changes, curriculum innovations, existing educational facilities, available resources, and the means and methods of implementation will be explored. Structural and institutional innovations required by policy changes will be investigated, and methodologies for dealing with all aspects of planning educational facilities will be surveyed.
D. N. Wilson and *S. Quazi,* Regular Session

1718 F POPULATION AND MANPOWER DETERMINANTS OF EDUCATIONAL SYSTEMS

This course relates change in population processes to change in educational systems with special reference to real and financial costs of educational attainment and innovation. Reference is made to the dynamics of demographic change, population composition and structure, social and manpower demands as determinants of the structure of the educational system, and the distribution between consumption and investment expenditures as determinants of the absolute numbers requiring education and of society's ability to provide the real and financial resources needed to support its educational goals. The course will survey the international literature in respect to both developing and developed countries.
B. B. Macleod, Regular Session

1720 H OVERVIEW OF THE FIELD OF EDUCATIONAL PLANNING

This course, which is expected to be taken by all students in the department during the first year of their program, is designed to provide an introduction to, and an overview of, the general field of educational planning, and to acquaint new students with the particular interests, within the broad field, of departmental faculty. It is designed to provide a foundation for all other departmental courses taken concurrently with or subsequent to it.
Staff, Regular Session

1725 F,S,H ANALYSIS OF EDUCATIONAL DECISION-MAKING

This course provides a means for systematically analysing educational policy decisions and processes, drawing upon both the relevant literature and the experience of students involved in group decision-making processes in educational institutions. All students will have the opportunity *(a)* to systematically analyse some educational policy issues which they are dealing with in their own institutional setting, or policies which constrain the decision-making processes in which they are participating; *(b)* to review research relevant to the policies under consideration (e.g., is there evidence of a relationship between enrolment levels and tuition fees?); *(c)* to examine the social implications of the policies; and *(d)* to analyse alternative policies. The course provides a structured opportunity for students to work with real-time policy problems within decision-making groups in which they are involved in order to understand how decisions are made in educational institutions, and how the decision process interacts with, and constrains, what emerge as "acceptable" methods and solutions.

Prerequisite: Permission of the instructor.
W. E. Alexander, Regular Session

1752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703 F,S WORKSHOP: TOPICS IN THE POLITICAL ECONOMY OF EDUCATION

Each year a single theme is chosen, and students are invited to develop a topic related to the theme for discussion and analysis. Included among past themes have been: education and inequality, the political economy of education (using a socialist conceptual framework), and educational planning for disadvantaged groups in Canada.
M. L. Handa, Regular Session

3704 S MANAGEMENT MODELS FOR EDUCATIONAL INSTITUTIONS

This seminar deals with alternative managerial approaches to system-wide planning for postsecondary institutions under varying demographic conditions and financial support. The role of advisory/buffer/intermediary bodies, provincial faculty associations, student unions, and other research agencies is examined in the context of annual budgeting, information analysis, and long-range planning at the system/-government interface. Impact of the federal government on system-wide management and planning of post-secondary education is analysed.
G. S. Tracz, Regular Session

3708 F SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson,* Regular Session

3711 S SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course will introduce students to concepts and applications of simulation techniques useful for educational decision-making and policy analysis. The course will include simulation model design and evaluation. A variety of materials, both manual and computer-based, will be utilized in the course for demonstration of the approach to problem-solving and policy decisions.
S. Padro, Regular Session

3713 H SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)

Description as for 1713H (non-credit), but at the doctoral level. Every doctoral

student is expected to make at least one seminar presentation during the period of resident study.
Staff, Regular Session

3715 F,S,H SEMINAR: ADVANCED DEMOGRAPHIC ANALYSIS

This seminar is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It ordinarily concentrates on three or four areas such as fertility, migration, mortality, labor force, population projection, etc., selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705F,S,H or equivalent.
B. B. Macleod, Regular Session (offered as required)

3716 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, Regular Session

3717 S EDUCATIONAL POLICY ANALYSIS I: MIGRATION, RACIAL ISSUES, AND PROBLEMS FOR EDUCATIONAL POLICY

The subject is interconnections among immigration, racial issues, and educational policy. Educational policy is treated both as reaction to and determinant of changes in immigration. The contemporary educational system in Ontario is a special concern, but migration is also examined as an influence both past and present on educational policies in other provinces and other countries.
J. W. Holland and *B. B. Macleod,* Regular Session

3721 Y TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned under "Program of Study" for the Ed.D. in the "Programs of Specialization" section above.

Prerequisite: Permission of the instructors.
E. H. Humphreys and staff (offered as required)

3722 Y TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721Y. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.

E. H. Humphreys and staff (offered as required)

3752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752F,S,H, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

Educational Administration: 1017F,S,H, 1029H, 1030F,S,H

Measurement, Evaluation, and Computer Applications: 1520F,S,H, 1525H

Sociology in Education: 3930S

Higher Education Group

*CHARLES E. PASCAL, *Ph.D. (Michigan)*
Associate Professor, and Chairperson of the Higher Education Group; and Director of Ontario Universities Program for Instructional Development
(design and evaluation of instructional systems; research in higher education)

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor, and University Historian, University of Toronto
(history and philosophy of higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed to Educational Planning
(decision-making processes in post-secondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

P. NIALL BYRNE, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ASSOCIATED INSTRUCTORS:

MARNI DE PENCIER, *Ph.D. (Toronto)*
Assistant Secretary to the Council of Ontario Universities

GWENDOLINE PILKINGTON, *Ph.D. (Toronto)*
Special Lecturer in Communication and Research Methods, Concordia University, Faculty of Graduate Studies (Commerce); presently engaged in writing the history of the Association of Universities and Colleges of Canada (courtesy of Canada Council and AUCC)

NORMAN SISCO, *B.A. (Toronto)*
Founding Chairman of the Ontario Council of Regents for Colleges of Applied Arts and Technology

OTHER OISE MEMBERS INVOLVED IN HIGHER EDUCATION WHO MAY BE CALLED UPON FOR INSTRUCTION AND SUPERVISION:

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, Sociology in Education

J. ROBY KIDD, *Ed.D. (Columbia)*
Professor, Adult Education

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department of Curriculum

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor, and Chairperson of the Department of Measurement, Evaluation, and Computer Applications

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor, and Chairperson of the Department of Adult Education

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor, Educational Planning

*Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed.

CICELY WATSON, *Ph.D. (Harvard)*
Professor, Educational Planning

PROGRAMS OF SPECIALIZATION

Courses in Higher Education are designed for students pursuing one of three types of career:

(a) administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education;

(b) teaching in institutions of higher education. There may be graduate students in fields other than educational theory who wish to take a course in Higher Education as a minor subject in order to become more familiar with the setting in which they will be serving;

(c) higher education as a secondary interest related to another field, such as adult education, educational planning, the history of education, the economics of education, or the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enrol in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 10 to 12 of this Bulletin. These incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates to have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science. However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of the graduate program.

Applicants with advanced degrees in fields other than Educational Theory (Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the Coordinator of Graduate Studies or from the Graduate Studied Academic Secretary of the Higher Education Group.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent. Students without teacher certification are required to take ten half-courses. All students must take 1803Y as their first course. The remaining program will be designed individually with each student.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y as their first course. Students admitted to an "extended" M.A. program requiring ten half-courses (usually because of two half-course credits granted for teacher training and certification) will also be required to take 1803Y as their first course. In the individual case a graduate with a highly relevant four-year undergraduate degree may be considered for some reduction in the program requirements. The remaining program will be designed individually with each student. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 11 and 12 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or an M.A. in Educational Theory, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible.

Program and Pattern of Study

(a) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), with the student taking 1803Y as the first course. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S.

(b) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.

(c) A minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses beyond the relevant M.A. degree or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), with the student taking 1803Y as the first course. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S. A thesis is required.

PROGRAM AREAS

The Higher Education Group courses (and several courses from other departments directly appropriate for students in the Higher Education Group) are listed according to three areas of specialization. Courses in each area are listed in parentheses.

1. *Studies in Higher Education* (1801F, 1802S, 1807Y, 1808Y)
2. *Teaching, Learning, and Curriculum* (1810F, 1811S, 2801S, 2802S, 2803F, 3901S)

3. *Institutional Research, Planning, Administration* (1809F, 1813F, 3704S)
A fourth category, "Special Courses," lists special interest courses (1805F, 1812S, 1848S, 3902F).
Note: Some courses are given in alternate years. Please write to the Department to get specific listings and instructors for the next academic year.

COURSES

A course is identified as Higher Education when the first two digits are 18, 28, or 38.

1801 F THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA I: AN OVERVIEW
An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century with particular reference to the period since 1950. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
Staff, Regular Session

1802 S THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA II: RESEARCH SEMINAR
An opportunity for those who have taken 1801F to examine, in depth, a particular area of interest and to produce and present a research paper to the seminar.
Prerequisite: Permission of the instructor for those who have not taken 1801F.
Staff, Regular Session

1803 Y RECURRENT ISSUES IN POSTSECONDARY EDUCATION
An examinaton of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided. The seminar will examine the relevance of the particular disciplines which can be drawn upon to resolve particular problems in postsecondary education, notably economics, history, philosophy, political science, psychology, and sociology.
Staff, Regular Session

1805 F THE COMMUNITY COLLEGE
An examinaton of the development of non-degree-granting institutions and an analysis of the problems which face such institutions. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within colleges and the community.
C. E. Pascal, Regular Session

1807 Y SYSTEMS OF HIGHER EDUCATION
Comparative analysis of the structure of the educational systems in the Canadian provinces, the United States, Britain, France, the U.S.S.R., and other countries, with attention to the ways in which provision is made for higher education.
Staff, Regular Session

1808 Y THE IDEA OF THE UNIVERSITY
An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightement in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.
Staff, Regular Session

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES
A study of the functions of management and administration (planning, organiza-

tion, communication, coordination, control) as practised by colleges and universities. The rights, responsibilities, and obligations of the individual student and faculty member will be examined as they relate to university organizations, i.e., to divisions, faculties, departments, other academic and administrative units, and staff and student organizations.
Staff, Regular Session

1810 F TEACHING IN INSTITUTIONS OF HIGHER EDUCATION
An introduction to the principles related to designing and evaluating instruction in postsecondary institutions.
Staff, Regular Session

1811 S CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION
An opportunity for those who have had 1810F to apply the principles of design and evaluation to the study of the development of curriculum in postsecondary education.
Staff, Regular Session

1812 S PROFESSIONAL EDUCATION
An examination of the present status of professional education in universities and other postsecondary institutions and an analysis of the basic educational problems of particular professions and paraprofessions. While the initial seminars will be devoted to the characteristics and problems which the professions appear to have in common and to clarifying the distinction between professional, paraprofessional, and vocational education, the focus of the course for the individual student will be based on the professional field in which he or she is primarily engaged.
Staff, Regular Session

1813 F RESEARCH IN THE UNIVERSITY
An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
Staff, Regular Session

1848 S ISSUES AND INNOVATIONS IN GRADUATE EDUCATION
This course will be a seminar on major problems confronting contemporary graduate education in general and on their possible solutions, OISE being considered as a particular case. Issues to be considered in comparative and historical perspective include: access and admissions, advising, residence, administration, curricular structure, the context of graduate education and relations to external communities, assessment of students and faculty, classroom organization, degree and non-degree programs, fiscal concerns, relationship between teaching and research, etc. Participants will prepare and comment on "position papers" that review issues and assess alternative solutions.
Staff, Regular Session

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1852F,S,H but at the doctoral level.

EXPERIMENTAL COURSES IN HIGHER EDUCATION

2801 S RESEARCH METHODS IN HIGHER EDUCATION
A systematic analysis of methods for researching problems in postsecondary

institutions. Case studies drawn from both the literature of educational and institutional research will be used to illustrate appropriate research models for dealing with problems in higher education.
Staff, Regular Session

2802 S EDUCATIONAL DEVELOPMENT STRATEGIES IN POSTSECONDARY INSTITUTIONS

An evaluation of attempts to improve postsecondary institutions as learning environments including instructional development and evaluation programs and student service programs. Institutional variables such as the "reward system," departmental structure, etc. will be examined.
Staff, Regular Session

2803 F CONCEPTIONS OF LEARNING IN HIGHER EDUCATION

This course will explore contemporary theories of learning as they apply to instruction in postsecondary institutions.
Staff, Regular Session

The following courses offered by other OISE departments are acceptable in fulfilment of the requirements in Higher Education:

ADULT EDUCATION

1119F,S,H The Social and Institutional Context of Adult Counselling; 3101F,S,H Major Programs and Issues in Adult Education; 3125F,S,H Continuing Education of Professional Personnel: Principles, Modes, and Problems

CURRICULUM

1300F,S,H Foundations of Curriculum Development; 1305F,S,H Techniques for Improving Instruction; 1358F,S,H Strategies for Implementing Curriculum Innovations; 1360F,S,H Evaluation of Curriculum and Instruction

EDUCATIONAL PLANNING

1703F,S Educational Planning: Economics of Human Resources; 1712F,S Manpower Aspects of Educational Planning; 3704S Management Models for Educational Institutions

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS (MECA)

1619F Alternatives to Quantitative Evaluation in Education

SOCIOLOGY IN EDUCATION

3901S Sociological Field Research Methods in Education; 3902F Educational Systems and Social Change

Please write to the Higher Education Group for the "HEG Student Handbook," which describes courses and other resources in detail.

History and Philosophy of Education

IAN WINCHESTER, *D.Phil (Oxford)*
Associate Professor, and Chairperson of the Department
(philosophy of science; philosophy of language; theory of knowledge; philosophy of traditions; the history and philosophy of seventeenth-century science; social history in relation to educational issues in Canada)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, and Coordinator of Graduate Studies, OISE
(philosophy of values; social theory; moral education; theory of educational inquiry; religious education)

*DWIGHT R. BOYD, *Ed.D. (Harvard)*
Assistant Professor
(moral education; ethical issues in education; interface between philosophy and psychology; developmental education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies; Canada's relationship with the Third World; politics and ideology in Ontario)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history; philosophy of social science; social studies education; Canadian studies; moral development in penal reform)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer, cross-appointed to the Franco-Ontarian Centre
(European education and intellectual history; Modern France; the Renaissance)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Educational Administration
(program development and evaluation; innovative and alternative schools and programs; the culture of the school; school–community issues)

DAVID C. LEVINE, *Ph.D. (Cambridge)*
Assistant Professor
(social modernization and economic change; historical demographic and social structural analysis)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, and Assistant Director (Academic), OISE
(comparative and international education; multiculturalism and Canadian education)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; education in nineteenth-century Ontario; history of American education; history of women and the family; history of women teachers)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed from Applied Psychology

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education
M.A. in History and/or Philosophy of Education
Ed.D. in History and/or Philosophy of Education
Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within history/philosophy of education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an intitial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in history or philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education; this program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Candidates will be admitted to a one-year course for this degree, provided history and/or philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy programs offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in history and/or philosophy by graduates from other universities. In certain cases, some additional course work or reading in history and/or philosophy may be required.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in history and/or philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Departments of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in history and/or philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(a) Three half-courses in History and/or Philosophy of Education.

(b) Two half-courses, or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.

(c) One elective half-course, normally, but not necessarily, taken in the Department of History and Philosophy of Education.

(d) A thesis.

Note: Any students planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the November convocation should plan their thesis research and writing so as to enable them to present the final draft of their thesis to their committee *not later than September 1.* This means that such students will need to work full time on the thesis during the summer months.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see page 11), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

The Ed.D. in this department is a

highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:

(a) Four half-courses taken on a part-time basis prior to beginning full-time resident study.

(b) During the residence period, which is two consecutive academic terms, all Ed.D. students are required to undertake the Ed.D. seminar (two half-course credits) and two practica (each one half-course credit) under the guidance of individual faculty members.

(c) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focusses more directly on practical problems. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. program (counting the one-year program for the M.A. as Year 1)

The Ph.D. degree requires three years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in history and/or philosophy of education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:

(a) Two half-courses in History and/or Philosophy of Education.

(b) An outside minor consisting of two half-courses or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.

(c) Two elective half-courses, normally, but not necessarily, in History and/or Philosophy of Education.

(d) A thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrolments would preclude this.

1400 F,S,H HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state; Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics.

Case studies in the roles of educational institutions and methods in acculturation.
J. S. Hockley, Regular Session (after hours)

1401 F,S,H HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)
Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: e.g., society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.
J. S. Hockley, Regular Session (after hours)

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION
Studies in the social and political history of European education since the eighteenth century. Problems of special interest to Canadians are considered in their European context: e.g., education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402F,S,H.)
J. S. Hockley, Regular Session (after hours)

1403 F,S,H HISTORY OF EDUCATION IN CANADA
Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H and 3403F,S,H.)
W. Brehaut, Regular Session (after hours)

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS
This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut, Regular Session (after hours)

1406 F,S,H HISTORY OF EDUCATION IN COLONIAL CULTURES
An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses.
Staff, Regular Session (after hours)

1407 F,S,H HISTORY OF MODERN BRITISH EDUCATION
The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. C. Levine, Regular Session (after hours)

1409 F,S,H EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION
A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments

and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
Staff, Regular Session (after hours)

1410 F,S,H HISTORY OF AMERICAN EDUCATION: THE COLONIAL PERIOD TO THE LATE NINETEENTH CENTURY
An exploration of American educational patterns, ideas, and practices, with special emphasis on their origins in the European past and in the social, economic, and political history of the colonies and early republic, and on the nineteenth-century transition to universal schooling.
A. Prentice, Regular Session (after hours)

1411 F,S,H HISTORY OF AMERICAN EDUCATION: THE NINETEENTH AND TWENTIETH CENTURIES
Issues in the modern history of American education. This research-oriented course will focus on the transition to modern educational practices in the United States, with special emphasis on the issues raised by the schooling of religious, racial, class, and ethnic minorities, the education of women, and patterns of educational reform.

Prerequisite: 1410F,S,H or permission of the instructor.
H. Troper, Regular Session (after hours)

1412 F,S,H EDUCATION AND CULTURAL CONTROVERSY
(Not offered in 1978/79)

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION
Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.
Staff, Regular Session (after hours)

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION
Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff, Regular Session

1420 F,S,H SOCIAL HISTORY AND EDUCATION
This seminar will study the relationship between social historical developments and educational thought and practices. It will emphasize the ways in which teachers might develop curriculum using Canadian materials to study such issues as the relationships among literacy, crime, school attendance, immigration, economic development, industrialization.
I. Winchester and staff, Regular Session (after hours)

1422 F,S,H THE FAMILY AND SEX ROLES IN HISTORY
The history of the family and of sex roles as these relate to the history of child-rearing and education in Great Britain, France, the United States, and Canada.
D. C. Levine, Regular Session (after hours)

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION
This seminar combines a historical overview of the educational work undertaken by social service organizations or movements generally regarded as outside the formal school structures of the community with an in-depth examination of one such organization or movement in the Toronto area, using avail-

able primary material as the basic research source. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. Troper, Regular Session (after hours)

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS
A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. C. Levine, Regular Session (after hours)

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA
An investigation of the history of women in Canada, stressing the political, economic, and social developments which formed the background to changing patterns in women's education and women's role in education.
A. Prentice, Regular Session (after hours)

1427 F,S,H THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT
An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.
H. Troper, Regular Session (after hours; not offered in 1978/79)

1428 F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION
A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper, Regular Session (after hours)

1430 F,S,H PHILOSOPHY OF MIND IN EDUCATION
An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen, Regular Session

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY
An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen, Regular Session

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS
This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in rela-

tion to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430F,S,H or 1431F,S,H except by permission of the instructor.
E. C. Olsen, Regular Session (after hours)

1433 F,S,H FREEDOM AND RESPONSIBILITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will include: negative and positive freedom, existential freedom, personal autonomy, "planned" societies, and the writings of certain contemporary critics of education. Theoretical viewpoints will be developed in order to relate them to educational/social settings. This course does not presuppose extensive background in philosophy.
E. C. Olsen, Regular Session (after hours)

1434 F,S,H PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

Concepts of education in a democratic society will be examined in the light of Dewey's classical work, the more recent philosophy of education, and more recent social criticism and political philosophy. The notions of "democratization" and "politicization" and the educational implications of contemporary criticism of democracy will be considered with reference to Canadian materials.

(This course is for students with little or no background in philosophy.)
D. Misgeld, Regular Session (after hours)

1435 F,S,H DEMOCRACY AND EDUCATION

This course is a continuation of 1434F,S,H, although 1434F,S,H is not a prerequisite for it. Topics: Notions of equality, justice, and freedom in their relationship to concepts of democracy and education. Ideological distortions of these concepts. Education as social control and education as emancipation from control. The deschooling debate in the context of views on the crisis of democracy and of industrial society.
D. Misgeld, Regular Session (after hours; not offered in 1978/79)

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY

A seminar course examining some developments in contemporary philosophy and social theory which analyse the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schuetz, ethnomethodology, and the philosophy of ordinary language, will be discussed. Freire's program of an "education for critical consciousness" is to be examined in terms of these discussions.
D. Misgeld, Regular Session (after hours)

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in

philosophy, psychology, or linguistics.
E. C. Olsen and *I. Winchester,* Regular Session (after hours)

1438 F,S,H ETHICAL ISSUES IN EDUCATION
This course focusses on selected ethical issues embedded in educational theories and practices. The concept of education is interpreted in terms of normative constraints on aims, methods, and subject matter. The nature of these constraints is examined in light of general ethical theory and by contrasting justifications of "traditional" views of liberal education (Peters, Hirst, Dearden, Green, White) with selected critiques of these views (Neill, Freire, Illich, Bowers, Kohlberg).
D. Boyd, Regular Session (after hours)

1441 F,S,H MORAL EDUCATION
This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. Boyd, Regular Session (after hours)

1443 F,S,H THE LEARNING OF VALUES: A PRACTICUM
Inquiry into factors affecting the learning of moral and social values in various educational settings, on both a theoretical and practical level. This involves a study of basic theories of values and value education, the planning and development of program units, teaching strategies, etc., and the implementation of the program under varying conditions such as those in elementary schools, secondary schools, "free" schools, and provincial training schools.
J. A. Eisenberg, Regular Session (after hours)

1445 F,S,H THE PROBLEM OF A PHILOSOPHICAL ANTHROPOLOGY AND ITS IMPLICATIONS FOR EDUCATION
D. Misgeld, Regular Session (not offered in 1978/79)

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION
A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester, Regular Session (after hours)

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION
A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated include theories of explanation in history and the social sciences; the nature and function of generalizations in the study of individual and social behavior; the use of narrative in history and education; reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; as well as related topics to be selected by members of the seminar.
J. A. Eisenberg, Regular Session (after hours; not offered in 1978/79)

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H above.

1456 F,S,H ALTERNATIVE SCHOOLS
A consideration of the historical and philosophical foundations of alternative schools, the relationship between educational alternatives and alternative conceptions of modern society, problems entailed in efforts to design, develop, and maintain alternative school programs, and limitations on alternative schooling as a strategy for educational and societal reform.
M. Levin, Regular Session (after hours)

1464 F CANADA AND UNDERDEVELOPMENT
G. L. Caplan, Regular Session (after hours; not offered in 1978/79)

1465 F,S,H RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES
G. L. Caplan, Regular Session (after hours; not offered in 1978/79)

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education, including style of teaching, teacher–student attitudes, problems of elementary and high school years, designing class sessions, etc.
C. Beck, Regular Session (after hours)

3402 F,S,H PROBLEMS IN THE HISTORY OF MODERN EUROPEAN EDUCATION
European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neo-humanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. This course complements 1402F,S,H but may be taken independently of it.
J. S. Hockley, Regular Session (after hours)

3403 F,S,H HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL
Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut, Regular Session

3420 F,S,H URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS
An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
I. Winchester, D. Levine, and *A. Prentice,* Regular Session (after hours)

3422 F,S,H PROBLEMS IN THE HISTORY OF SEX ROLES IN EDUCATION
An investigation of the social, political, economic, and ideological trends that have affected the role, status, and education of women in Europe and North America since the Renaissance. The course will focus on recent trends and current problems in historical research in this field.

Prerequisite: 1422F,S,H or 1426F,S,H.
A. Prentice, Regular Session (after hours)

3424 F,S,H ONTARIO EDUCATION
A research course designed for students wishing to develop thesis topics. An

examination of education and social policy in Ontario.
Staff, Regular Session

3426 H THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A seminar course which will examine the following questions: Does Canada possess a unique political culture? How is it differentiated from other political cultures, above all that of the United States? How does political socialization occur? What are the main agencies of Canada's political socialization process? How important is schooling as a socializing agent? (See also 3427S.)
Staff, Regular Session

3427 H RESEARCH SEMINAR IN THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A research seminar based on topics covered in 3426F. A logical extension of 3426F in the first term, or by permission of the instructor.
Staff, Regular Session (after hours)

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1427F,S,H, 1428F,S,H, or permission of the instructor.
H. Troper, Regular Session (after hours)

3434 F,S SCHOOLING AND EDUCATION

This is a seminar to discuss the nature and function of schools in modern society and to examine critically different conceptions of schooling and their implications for education and society. The culture of the school, its custodial functions, and its role as a transmitter of cultural values are among the topics to be discussed. Among the writings to be considered are those of Callahan, Dreeben, Friedenberg, Goodman, Henry, Holt, Illich, Katz, Neill, Oliver, and Stephens. Each student will be expected to prepare a seminar/-presentation/paper for the course. (Enrolment is limited to 12.)

Prerequisite: Permission of the instructor.
M. Levin, Regular Session (after hours)

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine: education as an aesthetic experience; education for appreciation of art; art as education.
I. Winchester, Regular Session

3441 Y RESEARCH SEMINAR IN MORAL EDUCATION

An advanced seminar based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
D. Boyd, Regular Session (after hours)

3444 F,S,H HERMENEUTICS, AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

A seminar course studying the hermeneutical philosophy of Gadamer, Ricoeur, Habermas. Topics: Hermeneutics as a foundation of the humanities, a philosophy of history, and a philosophy of language. The centrality of the concept of interpretation. The hermeneutical appraisal of psychoanalysis as a critical and interpretive science. The hermeneutical appraisal of the concept of ideology. The concept of education in hermeneutical philosophy.

Prerequisites: Background in the philosophy of language, or critical theory, or phenomenology, or phenomenological and ethnomethodological sociology.

D. Misgeld, Regular Session (after hours; not offered in 1978/79)

3445 F,S,H ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions. The topic for 1978/79 will be the claims of the British transcendental realists.

Prerequisite: Consultation with the instructor.

I. Winchester, Regular Session (after hours)

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.

I. Winchester, Regular Session (after hours)

3448 F,S,H THEORY AND PRACTICE: THE RATIONALITY OF PRACTICAL INQUIRIES IN EDUCATION

A seminar course intended to bring together philosophers and sociologists with knowledge of phenomenology and/or ordinary language philosophy or ethnomethodology. Philosophical and sociological theories of practical reasoning will be studied. Various criteria for the rationality of practical action will be examined and critically turned against the idea that criteria of rationality can be formulated without considering how they are applied in daily situations of discourse and action. The import of these ideas will be indicated for the area of policy deliberation (in education) as a type of practical deliberation. The Marxist concept of theory and practice will be reinterpreted on the basis of the orientation outlined.

D. Misgeld, Regular Session (after hours)

3449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education; and proposed materials and curricula for courses in law.

D. Boyd, Regular Session (not offered in 1978/79)

3451 F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

A problem course dealing with theoretical and related practical issues arising in the social studies, the social sciences, and education. All problems will be related to the central concern of *how* man and society (or all social phenomena) are to be studied. Specific problems will be determined by the members of the seminar. Probably considered in the program will be such topics as the nature of social inquiry; the notions of cause and causal responsibility in philosophy, law, and the social sciences; the nature and use of the case study method in social inquiry as an alternative to generalized system building; social education and social change; and, finally, the relationship between "the logic of discovery," human creativity, and sanity.

J. A. Eisenberg, Regular Session (after hours)

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3454 F,S,H PRACTICE OF PHILOSOPHICAL INQUIRY

Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.
Staff, Regular Session

3464 F,S,H PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensively. Attention may focus on a particular problem or a particular region.
Staff, Regular Session (after hours)

3479 F,S,H PSYCHOLOGICAL DIMENSIONS OF MORAL DEVELOPMENT

The course attempts to develop themes which raise critical questions about contemporary social institutions and values. The interrelationship between these broad cultural themes and the institution of the school will be analysed in detail. The profession of psychology will come under critical scrutiny in an ideology critique which looks at the role of psychological technology in the schools.
E. V. Sullivan, Regular Session (after hours)

3480 F,S,H RELIGIOUS DIMENSIONS AND SOCIAL ETHICS

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan, Regular Session (after hours)

3490 Y ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION

Research seminar for candidates for the Doctor of Education degree involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff, Regular Session

3494 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff, Regular Session

3495 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494H.
Staff, Regular Session

Note: Students in the Department of History and Philosophy of Education may take 3204F,S,H Ethical Issues in Psychological Research and Practice, offered in the Department of Applied Psychology, to fulfil one of the Philosophy requirements in this department.

Measurement, Evaluation, and Computer Applications (MECA)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor, and Chairperson of the Department
(development of curriculum materials for computer-assisted instruction; development of computer-assisted learning systems and languages; research in learner-controlled computer-assisted instruction)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(measurement for guidance and counselling; vocational theory and development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professsor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institute d'Etudes Politiques (Paris)*
Associate Professor, and Coordinator of Research and Development Studies, OISE
(computer-assisted instruction; Franco-Ontarian studies; research and development in educational innovation)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Assistant Professor
(physics, chemistry, and general science test development; tailored testing; simulation techniques for evaluating problem-solving)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational developments)

RAYMOND LAMERAND, *D.ès L. (Neuchâtel)*
Assistant Professor, cross-appointed from the Franco-Ontarian Centre
(français and anglais in the curriculum; uses of language laboratories and programmed instruction)

PETER H. LINDSAY, *Ph.D. (Toronto)*
Associate Professor
(information processing theories of perception, memory, and language comprehension; computer applications to education of the disadvantaged; computer simulation models)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Supervisor, Media Services
(data analysis; evaluation)

*ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; personal computing)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(scaling theory and analysis of categorical data)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(non-numeric applications; programming exercises)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, cross-appointed from the Office of Field Development
(measurement and program evaluation)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor, and Head, Educational Evaluation Centre
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS:

A. BRIAN DURELL, *Ph.D. (Toronto)*
Assistant Professor, Faculty of Education, University of Toronto

RICHARD PIERCE, *B.A. (Miami)*
Project Director in the Office of the Assistant Director

GRAHAM F. SCOTT, *B.A. (Toronto)*
Project Director in Measurement, Evaluation, and Computer Applications

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Measurement, Evaluation, and Computer Applications and Supervisor of Computing Services Group

PROGRAMS OF SPECIALIZATION

In general, the M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills for practical applications. The M.A. and Ph.D. programs emphasize more theoretical study. Programs are tailored to the needs of individual students. Some possible programs of specialization are discussed below.

Measurement and Evaluation

The M.Ed. is designed primarily for teachers and other practitioners who are interested in measurement and evaluation techniques for education. Students admitted to a full- or part-time program are expected to choose, in consultation with their advisor, at least four half-courses in this specialty.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 39).

Applicants interested in more advanced training in practical applications should consider the Ed.D. specialization in educational evaluation. The program is designed for established practitioners in positions of responsibility in education. Applicants interested in the Ed.D. program in Educational Evaluation should write to the Graduate Studies Academic Secretary of this department for a copy of a special brochure outlining the requirements of the Ed.D.

Note: Since Ed.D. candidates are expected to begin their program on a part-time basis, arrangement for full-time resident study should not be made before the candidate has been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper.

The major orientation of M.A. and Ph.D. programs in measurement and evaluation is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory. The program also prepares students to utilize this methodology and theories in the area of evaluation. Graduate study in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.A. students in a one-year master's program must take four of the required six half-courses within this specialty. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this specialty they are advised to take the following courses: 1604H, 1670F, 1680F, and 3666F,S. These courses do not necessarily have to be taken during the M.A. year, but a student must have completed them, or their equivalent, before the completion of the Ph.D. degree. Ph.D. students must take at least four 3600-level courses.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in quantitative computer techniques. Successful completion of 1503F,S,H or 1520F,S,H or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

Computer Applications
The M.Ed. program in this specialty emphasizes practical applications of computers in the educational environment. Typical programs include 1500F,S,H, 1503F,S,H, and two other courses in this specialty. An Ed.D. program is also possible through individual arrangement.

Study toward the M.A. and Ph.D. degrees is designed to develop skills in applied behavioral research in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500F,S,H, 1504F,S,H, a computer applications specialty course, and three half-courses from statistics and behavioral sciences appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in this and other departments of OISE and University of Toronto departments such as Psychology and Computer Science.

Off-Campus Courses in MECA
The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1978 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1978/79 Regular Session, both off-campus and on-campus.

Departmental Requirements
All full-time students are required to take the Miller Analogies Test. In addition, all doctoral candidates are required to take the Graduate Record Examinations. Please see pages 16 and 17.

A brochure describing typical programs of study is available from the department and should be consulted by all applicants.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1500- and 1600-level courses, or that master's students cannot take 3500- and 3600-level courses.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16, 26, or 36.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

The following courses are applicable to both specialties: 1504F,S,H, 1520F,S,H.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
L. D. McLean, Summer Session and Regular Session (after hours)

1501 F COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed Instruction, and Computer-Assisted Instruction. Specific topics change each year.

Prerequisites: 1503F,S,H and 1500F,S,H or permission of the instructor.
W. P. Olivier, Regular Session (alternate years; not offered in 1978/79)

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An introduction to computer programming and its applications in instructional environments; a general introductory course emphasizing experience with computers including the OISE DEC-SYSTEM-10 and the University of Toronto IBM System 370. The students will gain experience using several problem-solving languages in a range of educational and research applications. No previous computer experience is necessary.
P. H. Lindsay and *R. S. McLean,* Summer Session and Regular Session (after hours)

1504 F,S,H RESEARCH PRACTICUM IN MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of specific research projects. The students will also become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enrol by permission of the instructor.

P. H. Lindsay, Regular Session (daytime)

1505 F INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503F,S,H.

W. P. Olivier, Regular Session (offered in 1978/79 and alternate years)

1510 F,S,H COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions: experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503F,S,H.

R. G. Ragsdale, Regular Session (offered as required)

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, and interactive systems primarily in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H.

R. S. McLean and *R. G. Ragsdale,* Regular Session (after hours; offered in 1978/79 and alternate years)

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.

Prerequisite: 1503F,S,H or permission of the instructors.

R. S. McLean and *R. G. Ragsdale,* Regular Session (after hours; alternate years; not offered in 1978/79)

1517 F,S,H PERSONAL COMPUTING AND EDUCATION

Application to formal educational settings of the study of the equipment, software, and activities of the individual who computes as a hobby. Influences on education of the widespread availability of computing outside school. Student projects will include the development of microcomputer projects applicable to education.

R. S. McLean, Summer Session and Regular Session (after hours)

1520 F,S,H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: Some statistical background.

L. D. McLean and *R. G. Wolfe,* Regular Session (daytime)

1525 H THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning. Topics include the principles of systems analysis, management information systems, and uses of the computer for strategic, tactical, and operative decisions. The course uses the vehicle of computer simulation techniques and specific field-related case studies, as well as providing the opportunity for students to gain first-hand experience with the use of computer programs for decision-making at the administrative level.

S. Padro, Regular Session (after hours; not offered in 1978/79)

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL
A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff (offered as required)

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
P. H. Lindsay, Regular Session (daytime)

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION
A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.

Prerequisite: 1503F,S,H.
R. S. McLean, Regular Session (offered as required)

3535 S SIMULATION MODELS OF COGNITION AND LEARNING
Information processing models in the fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modelling will be discussed. Some introductory acquaintance with computers would be an asset.
P. H. Lindsay, Regular Session (daytime)

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)
Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)
A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.
R. G. Ragsdale, Regular Session

MEASUREMENT AND EVALUATION COURSES

1601 F DESCRIPTIVE STATISTICS (Non-Credit)
Students enrolling in courses 1610F, 1611F,S, or 1660F,S, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even,* Summer Session (first two weeks) and Regular Session (first five weeks)

1604 H ELEMENTS OF TEST THEORY
Classical test theory, generalizability theory, item analysis and test assembly, scoring and equating, matrix sampling, introduction to latent trait theories.

Desirable background: Completion of or concurrent registration in 3666F,S.
R. E. Traub, Regular Session (after hours)

1610 F INTRODUCTION TO MEASUREMENT AND EVALUATION
A presentation of the basic principles of

testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F (Non-Credit) or equivalent.

A. Even and *R. G. Ragsdale,* Regular Session (after hours)

1611 F,S ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: 1601F (Non-Credit) or equivalent.

S. A. Alvi, A. Even, and *S. B. Khan,* Summer Session and Regular Session (daytime and after hours)

Note: Students may not take both 1610F and 1611F,S for credit in a degree program in this department.

1615 S TEST CONSTRUCTION

Practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisite: Permission of the instructors.

M. W. Wahlstrom and *J. Weiss,* Summer Session and Regular Session (after hours)

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION

The "alternative" paradigm: naturalist, ecological, qualitative, phenomenological evaluation of programs, processes, and individuals. Objective description through triangulation, multiple viewpoints, and disciplined subjectivity. Value judgment using explicit, multiple standards. Evaluation of programs by their participants; "action research."

R. E. Traub, Regular Session (daytime)

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)

Staff (offered as required)

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The specific content will depend on current issues. Emphases are on the critical reading of research reports and other literature that present varied points of view relative to the issue, practical problems of implementation, and the evaluation of the results of implementation. It is expected that the topics will be such as to encourage participation of speakers from both within OISE and outside.

Prerequisite: Permission of the instructor.
H. H. Russell, Summer Session and Regular Session (after hours)

1660 F,S INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F (Non-Credit) or equivalent.
M. D. Ellis, M. W. Wahlstrom, and staff, Summer Session and Regular Session (after hours)

1664 F MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.
R. P. Bhargava, Regular Session (daytime; not offered in 1978/79)

1666 F,S,H ELEMENTS OF STATISTICS

Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.
R. P. Bhargava, D. F. Burrill, S. Nishisato, and staff, Summer Session and Regular Session (daytime and after hours)

1670 F ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.
R. P. McDonald, Regular Session (after hours)

1675 F MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (after hours)

1677 S ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and belief systems, theories of attitude formation and change, discussion of selected measurement techniques, review of

selected empirical research on attitude change and its relevance for education.
Staff, Regular Session (after hours)

1680 F ELEMENTS OF SCALING
Construction of scales from a wide variety of data, such as "yes-no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples. Major techniques discussed are scalogram analysis, unfolding technique, Likert scaling, information theory, methods of ranking, paired comparisons, successive categories, constant method, and optimal scaling.
S. Nishisato, Regular Session (after hours)

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES
Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (daytime; alternate years; not offered in 1978/79)

3605 H ADVANCED TEST THEORY
A seminar on recent advances in test theory.

Desirable background: 1604H and 3666F,S.
R. E. Traub, Regular Session (daytime; offered in 1978/79 and alternate years)

3606 Y PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA
An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media; study of evaluation methods; application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.
L. D. McLean and *R. Pierce,* Regular Session (daytime; alternate years; not offered in 1978/79)

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT
Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; response domains; personality change; moods and states; method variance; relation to measures of the environment; computer models of personality; classification and typologies; group bias in testing; actuarial prediction and prediction models.

Prerequisites: 1670F and 3666F,S, or equivalents, plus a course in personality measurement or assessment.
Staff, Regular Session

3610 S EVALUATION METHODOLOGY AND THEORY
Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F or equivalent.
M. W. Wahlstrom, Summer Session and Regular Session (after hours; alternate years; not offered in 1978/79)

3637 S ADVANCED SCALING THEORY
Detailed examination of dual scaling (optimal scaling), advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, differ-

ent approaches to individual difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1680F or permission of the instructor.
S. Nishisato, Regular Session (after hours; alternate years; not offered in 1978/79)

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff (offered as required)

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652F,S,H, but at the doctoral level.

3666 F,S INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and two-way classification data for fixed, mixed, and random effects models; factorial experiments; linear and multiple regression; total and multiple correlation; analysis of covariance for simple designs.

Prerequisite: 1666F,S,H, or equivalent, or permission of the instructors.
R. P. Bhargava and *D. F. Burrill,* Summer Session and Regular Session (daytime and after hours)

3667 F ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava, Regular Session (not offered in 1978/79)

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisite: 1664F and 3667F or equivalents, plus some knowledge of matrix theory and calculus; or by permission of the instructor.
R. P. Bhargava, Regular Session (daytime; alternate years; not offered in 1978/79)

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION

Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
A. Even, Regular Session (offered as required)

3673 H ED.D. SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
A. Even, Regular Session (offered as required)
Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the

eight half-courses in the Ed.D. program in Educational Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

S. Nishisato and staff, Regular Session (daytime; offered in 1978/79 and alternate years)

3676 S STRUCTURAL ANALYSIS OF MULTIVARIATE DATA

A survey of a class of metric models for the analysis of multivariate response data. Comparison and contrast of the essential properties of the models, and applications to educational data. Topics to be included: analysis of covariance structures; nonlinear factor analysis; latent structure analysis; other latent trait theories, including aspects of test theory and relations to nonmetric models.

Prerequisites: 3602F and permission of the instructor. The course would normally be taken immediately following and as the effective continuation of 3602F.

R. P. McDonald, Regular Session (daytime; alternate years; not offered in 1978/79)

EXPERIMENTAL COURSE IN MEASUREMENT AND EVALUATION

2600 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to help the inquirer to see some kinds of underlying structure and thus to develop conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval- scale information are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will be expected to apply the techniques mentioned to one or more sets of educational data of interest to them, and thereby to generate conjectures and/or test hypotheses (as appropriate).

D. F. Burrill, Regular Session (daytime)

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H

Curriculum: 1360F,S,H, 2300F,S,H

Sociology in Education

MICHAEL FULLAN, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process with a focus on the roles of students, parents, teachers)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(classroom interaction; socialization; policy and program development; social change; general theory)

MARGRIT EICHLER, *Ph.D. (Duke)*
Associate Professor
(sociology of women and sex roles; cross-cultural differences in gender relations; sex role socialization; religion; social movements)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed from Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Assistant Professor
(social organization of reading and interpreting documents; relevance of phenomenology and ordinary language philosophy to sociology; ethnomethodology; qualitative methodology)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor, cross-appointed to the Franco-Ontarian Centre
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

**FRANK MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(family socialization and schooling; family and school linkages; sociology of the helping process in the schools; intervention in families)

*MARY O'BRIEN, *Ph.D. (York)*
Assistant Professor
(social and political thought; women's studies; Hegelian and Marxist studies in the family; ideology and education; sociology of literature)

C. PAUL OLSON, *M.A. (Princeton)*
Lecturer
(social psychology, socialization, symbolic interactionism, quantitative and qualitative methods, political sociology)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(sociology of children's culture; interpretive analysis of normal practices for organizing knowledge; video field study of everyday routines in schools)

DOROTHY SMITH, *Ph.D. (University of California at Berkeley)*
Professor

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

**Coordinator of Ed.D. program, to whom inquiries should be directed.

(women's studies in sociology; the social organization of knowledge; Marxist knowledge)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto) Project Director in Sociology in Education*

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. Full-time study is a requirement of all degree programs, with the exception of the M.Ed., which may be taken on a part-time basis.

The development of individual programs is the responsibility of each student. The department offers a variety of experiences to assist students in the articulation and focussing of intellectual concerns. These include: course work in Sociology in Education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; the utilization of related courses in other departments in the School of Graduate Studies as well as within the Institute.

Currently, faculty and student research and interests offer versatile approaches to Sociology in Education. The current composition of the department provides particular strengths for students who may wish to focus their activities in the following four areas, though it must be stressed that these are flexible and interacting emphases rather than rigid enclaves:

FOCUS ON APPLIED SOCIOLOGY AND POLICY STUDIES IN EDUCATION

The department offers a number of courses which constitute a focus in applied sociology and policy studies. While other courses in the department present substantive topics, theoretical orientations, and methods which are relevant to the field of applied sociology, the following offer specialized training in that area: 1902S, 1926S, 1929S,H, 1973F, 2911S, 3902F, 3911F, 3990H, 3995F, and 3996S. In combination, these courses provide seminars, workshops, and field experience opportunities in such applied activities as planned change, policy analysis, program evaluation, organizational development, community organization and action research. The faculty active in the above areas are available for assistance in organizing course programs. These include Andrew Effrat, Michael Fullan, Edward Harvey, Frank Maidman, and Dorothy Smith. Also Gordon Cressy has major interest in this area.

FOCUS ON DIALECTICAL MATERIALISM AND EDUCATION

Faculty interested in applying variants of a dialectical materialist approach to the study of Political Economy, Ideology, and Education include Madan Handa, David Livingstone, Mary O'Brien, Paul Olson, and Dorothy Smith. The 1950F and 1951S courses serve as an introduction to this focus.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory. The following courses furnish the basis for students to develop their own topics and research in the area: 1928F, 1937S, 2901S, 3928S (see course descriptions in this Bulletin). As well, informal and formal colloquia are organized throughout the year to further the study of this focus. The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organzing course programs: James Heap, Ronald Silvers, and Dorothy Smith. (For further information consult pages 31 to 38 of this Bulletin.)

FOCUS ON WOMEN'S STUDIES, GENDER RELATIONS, AND EDUCATION

The department has a special focus on women's studies and gender relations. Courses numbered 1907F, 1973F, 1974S, and 3972S represent a systematic grounding in this area, and information on other related courses can be obtained from Margrit Eichler, Mary O'Brien, and Dorothy Smith. The department currently houses the *Canadian Newsletter of Research on Women,* which is the major Canadian means of information on research on women and sex roles, and the Women's Research and Resource Centre, which has a substantial specialized collection that is open for use to all OISE members. Several research projects within the department concern feminist studies, and work for assistantships can be done in connection with these projects.

In response to student interest, the department is also attempting to develop studies in the areas of multiculturalism, underdevelopment, and dependency in education.

The department is currently offering some sections of existing courses off-campus in Kitchener–Waterloo, Hamilton, Timmins, and other locations. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1978 Summer Session will be available from the Office of the Coordinator of Graduate Studies in February, and in the spring for the after-hours program in the 1978/79 Regular Session.

This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairperson, or the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference – one of which should be from a university instructor. These are in addition to the general requirements for assessment of admissibility as outlined on pages 10 to 12. All incoming students without adequate preparation in sociology in education are encouraged to commence their program by taking 1900F. Faculty liaison for part-time students is Dr. Mary O'Brien.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. Frank Maidman.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19, 29, or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process.
M. O'Brien and staff, Summer Session and Regular Session (after hours)

1902 S DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
Staff, Regular Session (after hours)

1903 F SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

A review of the educational experiences of racial, ethnic, and religious minorities in Canada. Special attention is focussed on the specific problems of anglophone and francophone minorities, of native peoples, and of immigrants in urban schools. The course will analyse changing trends in the ethnic composition of school and community populations and the implications for educational policy-making. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues.
Staff, Regular Session (after hours)

1904 F,S,H SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
Staff, Regular Session (may not be offered in 1978/79)

1907 F FAMILY SOCIALIZATION AND EDUCATION

This course involves a critical review of existing literature on the family as related to education from a perspective oriented towards social change.
M. Eichler, Regular Session

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
C. P. Olson, Regular Session (after hours)

1909 F,S,H PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators,

teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. Also, a detailed look at major substantive "organization for learning" innovations (such as open schools, team teaching, non-grading) and their implications for the various school personnel.
M. Fullan, Regular Session (after hours, not offered in 1978/79)

1926 S ADOLESCENT DEVIANCE AND THE SCHOOL

The course will start with a study of theories of social deviance and the process of social typing, which will then form the ground for a systematic examination of the practical question of adolescent deviance in the school system. Field visits will be an important part of the course, as a means to study such institutional responses to adolescent deviance as special education and vocational schools.
M. Fullan and *G. Cressy,* Regular Session (after hours)

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way knowledge is organized in society by specialists and laypersons alike. Seminars include a review of background literature in phenomenological sociology, ethnomethodology, reality construction, and interpretive sociology as a basis for individual research projects involving field work or the analysis of historical and contemporary documents. Specific focal topics will change every year. The topic for 1978/79 is the problem of multiple realities.
R. J. Silvers, Regular Session (daytime)

1929 S,H THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
Staff, Regular Session (after hours)

1935 S FUTURE SOCIETIES AND EDUCATION

Major approaches to the study of the future will be reviewed and compared in terms of: epistemological assumptions; projections of probable ecological, economic, political, and educational futures; sensitivity to public expectations and hopes about the future; and visions of preferable futures. Students will conduct case studies to identify practicable desirable futures on topics of their own choice.
D. W. Livingstone, Regular Session (after hours)

1937 S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society.
R. J. Silvers and staff, Regular Session (after hours)

1940 S COMPARATIVE EDUCATION: MAO AND GANDHI

The course for 1978/79 focusses upon Maoist educational ideas in the context of the contemporary development and social change in China. The educational ideas of Mao will be studied as a part of his total thought and how this thought emerged as an alternative to the challenge that Western capitalism posed to China. The relevance of the Chinese model of mass literacy for other Third

World countries will be covered. The relevance of some of the universal elements in the educational ideas of Mao to the Western societies in the context of the current crisis of capitalism will also be examined. In 1979/80 the course may concentrate on the Gandhian educational alternative.
M. L. Handa, Regular Session

1950 F MARXISM AND EDUCATION I
Courses 1950F and 1951S will constitute an introduction to students focussing on Dialectical Materialism and Education. This course will introduce the perspective, method, and concepts of Marxist thought; the main concern will be with the writings of Marx himself, although his major forebears, elaborators, and critics will also be treated. Emphasis in all cases will be on the applicability of this mode of critical analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith,* Regular Session (after hours)

1951 S MARXISM AND EDUCATION II
An examination of the Marxist proposition that educational process is conditioned and educational reform limited by the political economy of a given society. Topics will include: historical materialist perspective and dialectical method; class relations; modes of production; surplus value and accumulation; commodity fetishism; correspondence between stratification in the labor market and the school system; the educated unemployed; education and inequality. Throughout the course we shall keep in mind the status of capitalism as a national and world order, and its current state of crisis. (Students are strongly urged to take 1950F Marxism and Education I prior to this course.)
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith*, Regular Session (after hours)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION
An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
C. P. Olson, Regular Session (after hours)

1970 F SOCIOLOGICAL THEORY IN EDUCATION
A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
J. L. Heap, Regular Session (daytime)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS
An examination of the position of women and men in contemporary Canadian society with special emphasis on sex differences in the socialization process, in the family, and in the labor market. There will be considerable use of cross-cultural materials.
Staff, Regular Session (after hours)

1973 F WOMEN'S STUDIES AND THE EDUCATIONAL SYSTEM: STRATEGIES FOR CHANGE
An examination of the situation of

women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
D. Smith, Regular Session (after hours)

1974 S EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers, for example, Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender role differentiation.
M. O'Brien, Regular Session (daytime)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

3901 S SOCIOLOGICAL FIELD RESEARCH METHODS IN EDUCATION

This course will use schools and school systems as natural research settings. Three major kinds of problems will be examined: phenomena defined as problematic in the literature, problems as defined by the student/observer, and problems defined by people in the field. The initial part of the course will stress field methods and a review of important substantive areas; the latter part will emphasize actual field work.
Staff, Regular Session (after hours, may not be offered in 1978/79)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE

The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.
E. B. Harvey, Regular Session (after hours)

3907 F,S,H FAMILY PROBLEMS, SCHOOL DEVIANCE, AND FAMILY INTERVENTION

This course has two components. In the first part there is a critical assessment of current literature on family factors related to school-relevant deviance, such as mental illness, school phobia, and problem behavior in school. The second part of the course focusses on the various modes of intervening in family structures and processes related to these deviant outcomes.
Staff, Regular Session (not offered in 1978/79)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques of bringing about educa-

tional change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
M. Fullan, Regular Session (after hours)

3928 S THE SOCIAL ORGANIZATION OF KNOWLEDGE: ADVANCED LEVEL

This course will focus on selected empirical and foundational topics related to how knowledge and knowing are socially organized within various contexts, such as education, science, art, and everyday life.

Prerequisite: 1928F or permission of the instructor.
D. Smith, Regular Session (after hours)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of *(a)* developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and *(b)* increasing understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours)

3940 F,S,H COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. First, pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities theoretically postulated. Then historical case study materials will be examined to test these postulates in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

Prerequisite: 1950F and 1951S or equivalent.
D. W. Livingstone, Regular Session (alternate years, not offered in 1978/79)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3960 S ADVANCED ISSUES IN SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

This course is intended as a complement to both the 3970F,S,H theory course and the 1960F methods course. The course will focus on the interaction and on the penetration in sociological research of theory and method; the course will furnish both quantitative and qualitative examples with proportions of each depending on various individual research topics. The course is intended to form the basis for the practical implementation of theory and design of individual research projects such as the student's thesis and/or other advanced research work.
Staff, Regular Session (daytime)

3970 F,S,H ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

This course will be a workshop on theory building adapted to individual participants' needs and interests. It will seek to "look back" at the evolution of each student's own theoretical conceptions and to draw some general lessons; to interrelate critically the students' current theoretical thinking and to look ahead to further development, especially as it might relate to thesis work. The

formulation of thesis topics and problems will be discussed. Such resources as the theory construction literature and elements of the major substantive paradigms will also be considered.
Staff, Regular Session

3972 S ADVANCED RESEARCH SEMINAR ON EDUCATION IN THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS
The seminar will focus on theories concerning sex structure, sex roles, sex status, and sex identity. Existing sociological paradigms will be examined with respect to their applicability to women, and new paradigms will be developed.

Prerequisite: 1972F, 1973F, 1974S, or permission of the instructor.
M. Eichler, Regular Session (daytime)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION
Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3990 H APPLIED SOCIOLOGY IN EDUCATION
The general objective of this course is to train students to utilize sociological knowledge, research, and intervention techniques in the practical work of an educational or other field setting. Although designed around student projects, the course will cover some general issues (ethics, entry in a client organization, client–practitioner relationships) as well as specific types of applied sociology (organizational development, community organization, problem-solving). The course is designed for students who have the interest and commitment to develop their own field project. This course may be taken in conjunction with 3995F and 3996S or independently.

Prerequisite: Permission of the instructor.
F. Maidman and staff, Regular Session (after hours)

3995 F PRACTICUM IN SOCIOLOGY IN EDUCATION: I
Field experience in applying academic knowledge to educational issues. Required for and primarily designed for Ed.D. students. Project design and implementation, research/development internships, etc., will be planned in consultation with faculty and field personnel. These may be related eventually to a thesis topic, although credit is not given for the thesis proper.
F. Maidman and staff, Regular Session (after hours)

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION: II
See description for 3995F.
F. Maidman and staff, Regular Session (after hours)

EXPERIMENTAL COURSES IN SOCIOLOGY IN EDUCATION

2901 S SOCIOLOGY OF READING
This course will consider theories and assumptions about reading and the teaching of reading in an effort to develop a sociological approach which accounts for the classroom interaction through which reading is taught and learned.
J. L. Heap, Regular Session (after hours)

2911 S SOCIOLOGICAL POLICY RESEARCH METHODS IN EDUCATION
An examination, from a sociological perspective, of the non-statistical ways of identifying and analysing key problems in educational programs and policies. The basic methods examined will include participant observation, interviewing, evaluation research, the study of social impacts, the use of social indicators in field research, basic tools

for policy and program analysis, interdisciplinary approaches to policy research, and non-statistical methods of projecting future trends.
E. B. Harvey, Regular Session (after hours)

2921 S STAFF RELATIONS AND STAFF DEVELOPMENT IN THE SCHOOL SYSTEM

Particular emphasis will be placed on problematic aspects of staff relations, including professionalization/-unionization issues and the collective bargaining process. The negotiation process and conflict resolution will be a major focus of the course. Staff relations will be treated from a general sociological perspective. Comparisons will be made with other occupational groups, and possible future changes in school staff roles and relations will be discussed.
M. Fullan, Regular Session (after hours)

2941 S SCIENCE AND EDUCATION: THE PRACTICE OF SCIENTIFIC KNOWLEDGE

This course will explore science in the multiple contexts of philosophical conceptions of science and scientific research. The social constitution of scientific teaching, research, findings, and verification procedures will be a major concern.
Staff, Regular Session (may not be offered in 1978/79)

2942 F UNDERDEVELOPMENT, DEPENDENCY, AND EDUCATION

The course will examine the relationship of educational structures to the socio-economic processes of underdevelopment. The first part will deal with economic dependence of underdeveloped countries, and will try to clarify the role of education in the process of integration into the world market and the transition from primary/agrarian production to dependent industrial development. The second part will deal with the role of educational systems within the ideological structures associated with underdevelopment and domination.
D. W. Livingstone, Regular Session (after hours)

2950 F,S,H IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with an analysis of mythologies and popular belief systems and a general examination of the extent of ideological domination in contemporary societies. Research methods of understanding social concerns – including interview surveys, oral histories, and macro-analysis seminars – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (alternate years, not offered in 1978/79)

2951 F,S,H SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. Fullan and staff, Regular Session (may not be offered 1978/79)

2953 F,S,H EDUCATION AND EQUALITY

An examination of the role of education in Canadian society as it relates to the perpetuation of structural inequality. We shall study various sociological interpretations of this relationship. This will entail a critical examination of the promise of liberal education to create an informed and educated citizenry in a meritocratic society. Equality of opportunity and equality of condition will be juxtaposed in relation to existing structural inequality and its socio-economic foundation.
M. O'Brien, Regular Session (not offered in 1978/79)

2954 F,S,H EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse from the Marxist perspective the educational system in a "Third World" country.
M. Fullan and staff, Regular Session (not offered in 1978/79)

Special Education

CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor, and Chairperson of the Department
(hearing impairment; program evaluation; language disorders; women's studies)

WEBSTER R. CALLAWAY, *Ph.D. (Michigan)*
Assistant Professor
(interplay between biology and psychology in intellectual development, particularly the more efficient utilization of genetic information manifested in the child's periods of sensitivity to form perception and language acquisition)

IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

†MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

ANNE KEETON, *Ph.D. (Toronto)*
Assistant Professor
(cognitive developmental characteristics and intelligence in an information-processing context; sociocultural factors in language, reading, and concept acquisition)

†The person to whom admission inquiries should be addressed.

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychological manifestations of learning disabilities and their theoretical implications for cognitive development; effectiveness of early psychomotor intervention programs)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor
(instructional systems design; use and evaluation of instructional media; educability of altered states of consciousness)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

*HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

ASSOCIATED INSTRUCTORS:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychoeducational Specialist, Learning Clinic, Hospital for Sick Children, Toronto

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

JAMES A. TUCK, *Ph.D. (Toronto)*
Director of Psychological Services, Rehabilitation Foundation for the Disabled

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The M.A. and Ph.D. programs require full-time study; the Ed.D. program requires both part-time and full-time study; the M.Ed. program may be taken on a part-time or full-time basis.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from candidates regarding their background, career goals, and expectations from the program. Also required are two professional and two academic letters of reference. Neither the Graduate Record Examination nor the Miller Analogies Test is compulsory, but candidates for any program should feel free to provide scores if they think it will aid the Committee in reviewing their candidacy. A candidate's file must be complete before it can be reviewed. Additional guidelines regarding applications as well as the department's specific criteria for admission are available in the department.

Note on Admission Deadlines: All Summer Session and part-time Regular Session applications *must be submitted by March 1.*

ORGANIZATION OF DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. Exemptions are decided upon jointly by the course instructor and the student's faculty advisor. The core curriculum consists of:

1280 F,S,H Exceptional Children and Youth
1288 F,S,H Seminar and Practicum in Special Education
1292 F,S,H Psychoeducational Assessment and Programming for Exceptional Children
1293 F,S,H Interpretation of Research in Special Education

Additional courses may be selected within the Department of Special Education or in other departments of OISE, or from graduate-level courses at the University of Toronto.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enrol in this program.

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which constitute the compulsory core curriculum. Students enrolling in the M.Ed. program are expected to have taken at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following courses will be required in addition to the regular degree program:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology

Students wishing to proceed to doctoral studies must successfully undertake a Qualifying Research Paper in order to demonstrate research capabilities before being admitted to a doctoral program.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. The normal entrance requirement is a four-year University of Toronto B.A. in a relevant social or behavioral science, or its equivalent. Since employment opportunities for students who complete a Master of Arts degree without teacher certification are becoming increasingly limited, the enrolment in the M.A. program has been decreased and there has been an increased emphasis on the M.Ed. program. Therefore, only a limited number of M.A. students will be admitted.

The M.A. program of six half-courses and a thesis includes the four half-courses of the core curriculum. Two additional half-courses may be undertaken either in Special Education or in a related OISE or University of Toronto graduate department. Courses are to be selected in consultation with the faculty advisor.

The student is also expected to participate in colloquiums and informal research meetings organized by this department.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program. Ordinarily the Department of Special Education does not accept students into two-year M.A. programs.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have proved their practical effectiveness in the field of special education, and who intend to continue working in that field.

The degree program will consist of a minimum of eight half-courses, a thesis, and an internship. The typical schedule will be a first year of part-time study involving two half-courses, followed immediately by a summer session of two half-courses, and a second year of full-time study involving four half-courses, an internship, and at least initial work on a thesis. It is, however, understood that some candidates will find this arrangement impossible because of other commitments. In these cases, alternative arrangements can be made following discussion between candidate and faculty advisor.

Students applying to the Ed.D. program will be required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to their final acceptance into the doctoral program. Details pertinent to the criteria of an acceptable QRP may be obtained from the Graduate Studies Academic Secretary in the department. It should be noted that a QRP must be carried out under the supervision of two faculty members from the department. Prospective students are therefore strongly advised to make arrangements for such supervision *before* embarking on the QRP.

Ed.D. students who do not have a background in elementary statistics are advised to take 1601F Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the doctoral program.

Ed.D. students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the program.

As part of the doctoral program, students will be required to take the following courses:

3666 F,S Intermediate Statistics and Research Design
3280 F,S,H Seminar Reviewing Research Activities in Special Education
3290 S Central Issues in Special Education

General information on the Ed.D. program may be found on pages 42 to 43 of this Bulletin.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 43 to 45.

Ph.D. students who do not have a background in elementary statistics are advised to take 1601F Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the program.

Students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the doctoral program. Courses 3666F,S and 3280F,S,H are required as part of the doctoral program. The Ph.D. program also includes an internship designed in accordance with the student's professional goals, whether teaching, research, or practice.

Other course work will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329. A major proportion of the courses listed below will be offered in the evening from 5:00 to 7:30 p.m.

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations. Staff, Summer Session and Regular Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded;

educational programs, social and occupational adjustment, and parent counselling.
D. Shipe and *A. Keeton,* Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counselling of parents and pupils.
C. Reich and *A. Keeton,* Summer Session and Regular Session

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
W. R. Callaway, Regular Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
W. R. Callaway, H. Silverman, and associated instructors, Regular Session. Associated instructors, Summer Session

1288 F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
I. Davidson and *R. MacIntyre,* Summer Session and Regular Session

1291 Y SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied in other countries. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and of practical approaches will also be undertaken. Participants in the course will be responsible for their own travel and living expenses.
Staff, Summer Session (offered as required)

1292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis is placed on critical analysis of assessment procedures including tests and typical reports, writing psychoeducational reports, and developing a clear theoretical framework within which to develop sound procedures and/or an understanding of what they should be. The course does not attempt

to teach students how to conduct psychoeducational appraisals, although some experience in this will be considered essential.
I. Davidson and *A. Keeton,* Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION
An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.
J. Kershner and *C. Reich,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION
Development of the skills necessary for individualized instruction of exceptional children: definition of objectives, appraisal of entry skills, material/-method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre, Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES
The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations.
Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN: INTERMEDIATE LEVEL
The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized tests, rating scales, and interviewing. A heavy practicum component will be included.

Prerequisite: 1292F,S,H.
D. Shipe and *I. Davidson,* Regular Session

1298 F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN
This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children – practical experience will be provided, ranging from visits to schools, classes, and agencies to working individually with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session (offered as required)

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION
Study and interpretation of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the

instructor.
J. Kershner, Regular Session

3281 F,S,H RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and the particular life situation that bear upon school placement and achievement, and subsequent life success.

Prerequisite: Permission of the instructor.
D. Shipe, Regular Session

3282 F,S,H DEVELOPMENTAL PATTERNS IN EXCEPTIONAL CHILDREN

Current information processing models of cognitive behavior and of child development, particularly that of Piaget, will provide the context for the course. The cognitive, linguistic, and general intellectual development of exceptional children will be examined and compared with more traditional approaches. Major themes will include special children's orientation to learning tasks as different rather than deficient when compared to that of their peers, to the types of learning strategies and skills which they develop, and to the educator's role in identifying and using such skills to further learning. Participants will be introduced to some approaches for conducting research in developmental questions, and will be required to generate an experimental design.

Prerequisite: Permission of the instructor.
A. Keeton, Regular Session

3283 F,S,H RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

Prerequisite: Permission of the instructor.
W. R. Callaway, Regular Session (offered as required)

3284 F,S,H RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Staff (offered as required)

3285 F,S,H RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

Prerequisite: Permission of the instructor.
H. Silverman, Regular Session

3290 S CENTRAL ISSUES IN SPECIAL EDUCATION

This course is designed primarily for Ed.D. candidates but it will be open to Ph.D. students who are suitably qualified. The emphasis is on examining problems of child development, curriculum development, classroom analysis, methodology and teaching procedures, evaluation of children, theoretical issues concerning exceptional children, and general problems in the education of exceptional children.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session

3292 F,S,H ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal; course includes a variety of procedures such as testing, and emphasizes both appropriate programming for individual children, classes, and systems and advising of teachers in special education.

Prerequisite: Permission of the instructors.

R. MacIntyre and *D. Shipe,* Regular Session

3293 F,S,H ANALYSIS OF TEACHING STRATEGIES AND MATERIALS IN SPECIAL EDUCATION

Use of systems analysis and design procedures to study present special education programs and to develop potential ones. Consideration of assumptional, ethical, and philosophical bases of various instruction systems. Development of total instruction systems for specific aspects of special education.

Prerequisite: Permission of the instructor.

R. MacIntyre, Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295F,S,H, but at the doctoral level.

Academic Staff

(As of January 1, 1978)

ABBEY, DAVID S. *Adult Education*

ALEXANDER, WILLIAM E. *Educational Planning*

ALLEN, J. PATRICK B. *Curriculum*

ALLEN, KENNETH* *Applied Psychology*

ALVI, SABIR A. *Measurement, Evaluation, and Computer Applications*

ANDERSON, ROBERT *Curriculum*

BARNARD, WILLIAM L. *Adult Education*

BEATTY, DAVID J. F.* *Adult Education*

BECK, CLIVE M. *History and Philosophy of Education*

BECKERLE, GERRY* *Applied Psychology*

BEREITER, CARL *Applied Psychology*

BERK, LEONARD *Curriculum*

BEZEAU, LAWRENCE M. *Educational Administration*

BHARGAVA, RAGHU P. *Measurement, Evaluation, and Computer Applications*

BOCK, CARSON* *Applied Psychology*

BOYD, DWIGHT R. *History and Philosophy of Education*

BRAY, RUTH* *Applied Psychology*

BREHAUT, WILLARD *History and Philosophy of Education*

BRIEDIS, IRENE* *Applied Psychology*

BRISON, DAVID W. *Applied Psychology*

BROWN, ALAN F. *Educational Administration*

BRUNDAGE, DONALD H. *Adult Education*

BURRILL, DONALD F. *Measurement, Evaluation, and Computer Applications*

BYRNE, P. NIALL *Higher Education*

CALLAWAY, WEBSTER R. *Special Education*

CAPLAN, GERALD L. *History and Philosophy of Education*

CARLOW, CHESTER D. *Curriculum*

CASE, ROBBIE *Applied Psychology*

CASH, LARRY* *Applied Psychology*

CHRISTENSEN, CLIFFORD M. *Applied Psychology*

CHURCHILL, STACY *Measurement, Evaluation, and Computer Applications*

CLIPSHAM, JOHN *Curriculum*

CONNELLY, F. MICHAEL *Curriculum*

COURTNEY, RICHARD *Curriculum*

CRESSY, GORDON* *Sociology in Education*

DAVIDSON, IAIN *Special Education*

DAVIE, LYNN E. *Adult Education*

DAVIS, JOHN E. *Educational Administration*

DAY, DAVID* *Applied Psychology*

DE PENCIER, MARNI* *Higher Education*

DRAPER, JAMES A. *Adult Education*

DURELL, A. BRIAN* *Measurement, Evaluation, and Computer Applications*

DYDYK, BARBARA* *Applied Psychology*

EFFRAT, ANDREW *Sociology in Education*

EICHLER, MARGRIT *Sociology in Education*

EISENBERG, JOHN A. *History and Philosophy of Education*

ELLIS, M. DORMER *Adult Education*

ELLIOTT, KENNETH* *Applied Psychology*

EULL, WILLIAM H.* *Applied Psychology*

EVEN, ALEXANDER *Measurement, Evaluation, and Computer Applications*

FALES, ANN W. *Adult Education*

FARRELL, JOSEPH P. *Applied Psychology*

FENIGSTEIN, HENRY* *Applied Psychology*

FILLION, BRYANT *Curriculum*

FINLAYSON, GREGOR* *Applied Psychology*

FOWLER, WILLIAM *Applied Psychology*

FRIEDMAN, RONALD J. *Applied Psychology*

FULLAN, MICHAEL *Sociology in Education*

GAMLIN, PETER *Applied Psychology*

GARBER, MALCOLM *Special Education*

GARRY, RALPH *Curriculum*

GREENFIELD, THOMAS B. *Educational Administration*

GRIFFIN, VIRGINIA R. *Adult Education*

GUTTMAN, MARY A. JULIUS *Applied Psychology*

HALEY, GRAHAM* *Applied Psychology*

HANDA, MADAN L. *Educational Planning*

HANSEN, BERTRAND L. *Higher Education*

HARRIS, ROBIN S. *Higher Education*

HARVEY, EDWARD B. *Sociology in Education*

HEAP, JAMES L. *Sociology in Education*

HEDGES, HENRY G. *Curriculum*

HENDERSON, S. B. KENT *Applied Psychology*

HERMAN, REG* *Adult Education*

HICKCOX, EDWARD S. *Educational Administration*

HOCKLEY, JAMES S. *History and Philosophy of Education*

HOLLAND, JOHN W. *Educational Planning*

HOLMES, MARK *Educational Administration*

HOUSE, JOHN H. *Educational Administration*

HUMPHREYS, EDWARD H. *Educational Planning*

HUMPHRIES, THOMAS W.* *Special Education*

HUNT, DAVID *Applied Psychology*

IRELAND, DAVID S. *Applied Psychology*

IRONSIDE, DIANA J.* *Adult Education*

JORDON, DAVID* *Applied Psychology*

KEETON, ANNE *Special Education*

KERSHNER, JOHN R. *Special Education*

KHAN, SAR B. *Measurement, Evaluation, and Computer Applications*

KIDD, J. ROBY *Adult Education*

KILBOURN, BRENT S. *Curriculum*

KLARREICH, SAMUEL* *Applied Psychology*

KLUGER, JOSEPH H.* *Applied Psychology*

KOBRICK, JUDITH* *Applied Psychology*

KUMCHY, C. I. GAYLE* *Applied Psychology*

LAMERAND, RAYMOND *Measurement, Evaluation, and Computer Applications*

LAPKIN, SHARON *Curriculum*

LAWTON, STEPHEN B. *Educational Administration*

LAXER, ROBERT M. *Applied Psychology*

LAZAR, LEO* *Applied Psychology – Special Education*

LEITHWOOD, KENNETH A. *Curriculum*

LERNER, PAUL* *Applied Psychology*

LEVIN, MALCOLM A. *History and Philosophy of Education*

LEVINE, DAVID C. *History and Philosophy of Education*

LINDSAY, PETER H. *Measurement, Evaluation, and Computer Applications*

LIVINGSTONE, DAVID W. *Sociology in Education*

MACINTYRE, ROBERT B. *Special Education*

MACLEOD, BETTY B. *Educational Planning*

MALLEA, JOHN R. *History and Philosophy of Education*

MAIDMAN, FRANK *Sociology in Education*

MCCARTHY, JOHN R. *Educational Administration*

MCCARTHY, MICHAEL *Curriculum*

MCDIARMID, GARNET L. *Curriculum*

MCDONALD, RODERICK P. *Measurement, Evaluation, and Computer Applications*

MCINNES, JOHN A. *Curriculum*

MCLACHLAN, JOHN* *Applied Psychology*

MCLEAN, LESLIE D. *Measurement, Evaluation, and Computer Applications*

MCLEAN, ROBERT S. *Measurement, Evaluation, and Computer Applications*

MCLEOD, GERALD T. *Educational Administration*

MIEZITIS, SOLVEIGA *Applied Psychology*

MILLER, JOHN *Curriculum*

MISGELD, DIETER *History and Philosophy of Education*

MORRIS, EDWARD* *Applied Psychology*

MORRIS, NORMAN E.* *Applied Psychology*

MORRIS, RAYMOND* *Applied Psychology*

MOUGEON, RAYMOND *Curriculum*

MUNNS, EVANGELINE* *Applied Psychology*

MUSELLA, DONALD F. *Educational Administration*

NARROL, HARVEY G. *Applied Psychology*

NASH, B. CHRISTINE *Applied Psychology*

NESBETH, EZRA *Adult Education*

NISHISATO, SHIZUHIKO *Measurement, Evaluation, and Computer Applications*

O'BRIEN, MARY *Sociology in Education*

O'BRYAN, KENNETH G. *Applied Psychology*

OLIVIER, WILLIAM P. *Measurement, Evaluation, and Computer Applications*

OLSEN, E. CHRISTOPHER *History and Philosophy of Education*

OLSON, C. PAUL *Sociology in Education*

OLSON, DAVID R. *Applied Psychology*

ORME, MICHAEL *Applied Psychology*

OTTO, WILLIAM* *Applied Psychology*

PADRO, SUSAN *Educational Planning*

PAITICH, DANIEL* *Applied Psychology*

PALEF, SANDRA *Applied Psychology*

PASS, LARRY E. *Applied Psychology*

PASCAL, CHARLES E. *Higher Education*

PIERCE, RICHARD* *Measurement, Evaluation, and Computer Applications*

PILKINGTON, GWENDOLINE* *Higher Education*

PITT, CLIFFORD C. *Applied Psychology*

POIZNER, SONJA* *Applied Psychology*

POPP, LEONARD *Curriculum*

POTVIN, ROBERT* *Applied Psychology*

PRENTICE, ALISON *History and Philosophy of Education*

PROUD, DONALD* *Applied Psychology*

PRUETER, KENNETH F. *Curriculum*

QUARTER, JACK *Applied Psychology*

QUAZI, SAEED* *Educational Planning*

QUIRK, DOUGLAS* *Applied Psychology*

RAGSDALE, RONALD G. *Measurement, Evaluation, and Computer Applications*

RAINSBERRY, FREDERICK B. *Curriculum*

REGAN, ELLEN M. *Curriculum*

REICH, CAROL M. *Special Education*

RENNER, VIVIAN *Applied Psychology*

RICE, MARNIE* *Applied Psychology*

RIDEOUT, E. BROCK *Educational Administration*

RIDGE, F. GERALD* *Educational Planning*

RIDGLEY, BRIAN* *Applied Psychology*

ROBBINS, MELVYN P. *Educational Administration*

ROBERTS, DOUGLAS A. *Curriculum*

ROBINSON, FLOYD G. *Curriculum*

ROSS, JOHN A. *Curriculum*

ROTHMAN, ARTHUR I. *Higher Education*

RUSSELL, H. HOWARD *Curriculum – Measurement, Evaluation, and Computer Applications*

RYAN, DORIS W. *Educational Administration*

SCHERER, SHAWN* *Applied Psychology*

SCOTT, GRAHAM F.* *Measurement, Evaluation, and Computer Applications*

SCOTT, J. GLENN *Educational Administration*

SELINGER, ALPHONSE D. *Educational Administration*

SHIPE, DOROTHY *Special Education*

SILVER, HARVEY A.* *Adult Education*

SILVERMAN, HARRY *Special Education*

SILVERS, RONALD J. *Sociology in Education*

SIMON, ROGER I. *Educational Administration*

SISCO, NORMAN* *Higher Education*

SKOLNIK, MICHAEL L. *Educational Planning*

SMITH, DOROTHY *Sociology in Education*

SMITH, FRANK *Curriculum*

STERN, HANS H. *Curriculum*

STINSON, ROBERT H. *Curriculum*

STROH, CARL* *Applied Psychology*

SULLIVAN, EDMUND V. *Applied Psychology*

SWAIN, MERRILL K. *Curriculum*

THOMAS, ALAN M. *Adult Education*

TOUGH, ALLEN M. *Adult Education*

TOWNSEND, RICHARD G. *Educational Administration*

TRACZ, GEORGE S. *Educational Planning*

TRAUB, ROSS E. *Measurement, Evaluation, and Computer Applications*

TROPER, HAROLD M. *History and Philosophy of Education*

TUCK, JAMES A.* *Special Education*

USHER, BRIAN* *Applied Psychology*

WAHLSTROM, MERLIN W. *Curriculum*

WATSON, CICELY *Educational Planning*

WEININGER, OTTO *Applied Psychology*

WEISER, JOHN C. *Applied Psychology*

WEISS, JOEL *Curriculum*

WHITE, HEATHER ANN* *Applied Psychology*

WILLIAMS, JOHN* *Applied Psychology*

WILSON, DAVID N. *Educational Planning*

WINCHESTER, IAN *History and Philosophy of Education*

WINE, JERI D. *Applied Psychology*

WOLFE, RICHARD G.* *Measurement, Evaluation, and Computer Applications*

WOLFGANG, AARON *Applied Psychology*

YIELDING, DAVID* *Applied Psychology*

YOUNG, BRIAN* *Applied Psychology*

YOUNG, GERALD* *Applied Psychology*

*Associated Instructor

General Index

ACADEMIC CALENDAR 1-4
ACADEMIC STAFF 169-174
ACCOMMODATION 26-27
ADMINISTRATION; *see* EDUCATIONAL ADMINISTRATION
ADMINISTRATIVE OFFICERS 7-8
ADMISSION, APPLICATION FOR
  After-hours classes 12-13
  M.A. and Ph.D. candidates 10-11
  M.Ed. and Ed.D. candidates 11-12
  Summer Session 12
ADMISSION REQUIREMENTS, GENERAL 30-45
ADMISSION REQUIREMENTS, DEPARTMENTAL; *see listing for departments*
ADULT EDUCATION, DEPARTMENT OF
  Admission requirements 47-50
  Courses 50-55
  Off-campus courses 49
  Programs 47-50
  Staff 46-47
  Specialization in Staff Training and Development – Developing Human Resources 47-48
  Certificate in Adult Education 48
  M.Ed. 48
  M.Ed. with specialization in Adult Education and Counselling 49
  M.A. 49-50
  Ed.D. 50
  Ph.D. 50
ADVANCED READING, SUMMER SESSION 12
AFTER-HOURS CLASSES, REGULAR SESSION 12-13
ALTERNATIVES IN EDUCATION FOCUS 32
APPLICATION FOR ADMISSION; *see* ADMISSION, APPLICATION FOR
APPLIED PSYCHOLOGY, DEPARTMENT OF
  Admission requirements 59-70
  Courses 70-80
  Elective courses 70
  Programs 59-70
  Staff 56-59
  M.Ed. for Special Purposes 69-70
  M.Ed. for Special Purposes with an emphasis on Early Childhood Education 69
  M.Ed. for Special Purposes with an emphasis on Multicultural Studies 69-70
  Counselling:
  M.Ed. with specialization in Guidance and Counselling 62-63
  M.Ed. with specialization in Adult Education and Counselling 63
  Ed.D. (Counselling Psychology Option) 63-65
  Ph.D. (Counselling Psychology Option) 65-66
  Educational Psychology:
  M.Ed. (Educational Psychology Option) 59-60
  M.A. (Educational Psychology Option) 60-61
  Ed.D. (Educational Psychology Option) 61-62
  Ph.D. (Educational Psychology Option) 62
  School Psychology:
  M.A. (School Consultant Option) 66-67
  Ph.D. (School Psychology Option) 67-69
ASSEMBLY, INSTITUTE 9
ASSESSMENT OF ADMISSIBILITY 10-12
ASSISTANTSHIPS 22-24
ASSOCIATED INSTRUCTORS; *see* ACADEMIC STAFF
AUDIOVISUAL EQUIPMENT 25
AUDIOVISUAL LIBRARY 24
AWARDS 22-24
BOARD OF GOVERNORS 5-6
CANADIAN GOVERNMENT AWARDS FOR FOREIGN NATIONALS 24
CANADIAN STUDIES IN EDUCATION FOCUS 32-33
CAREER COUNSELLING AND PLACEMENT CENTRE 26
CAREER SERVICES 26

CENTRAL ONTARIO CENTRE 14

CHILDHOOD EDUCATION, FOCUS ON EARLY (*see also* APPLIED PSYCHOLOGY *and* CURRICULUM) 34

COMMUNITY COLLEGE FOCUS 33

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION FOCUS 33-34

COMPUTER APPLICATIONS; *see* MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

COMPUTER SERVICES 25

CONSULTANT, SCHOOL; *see* APPLIED PSYCHOLOGY

COUNSELLING; *see* ADULT EDUCATION *and* APPLIED PSYCHOLOGY

COURSE CHANGES IN STUDENT PROGRAMS 18

COURSE AND HALF-COURSE: DEFINITIONS 30-31

COURSE, INDIVIDUAL READING AND RESEARCH 31

COURSE DESCRIPTIONS; *see listing for departments*

CURRICULUM, DEPARTMENT OF
- Admission requirements 83-87
- Courses 87-99
- Modern Language Centre 87
- Off-campus courses 84
- Programs 83-87
- Staff 81-83
- *M.Ed.* 84
- *M.Ed. for Special Purposes* 85
- *M.Ed. for Special Purposes with emphasis on Early Childhood Education* 85
- *M.A.* 85
- *Ed.D.* 85-86
- *Ph.D.* 86-87

DEADLINES FOR APPLICATION FOR ADMISSION 11-12

DEADLINES, MISCELLANEOUS; *see* ACADEMIC CALENDAR

DEFINITION OF FULL-TIME RESIDENCE 45

DEGREES, GENERAL REQUIREMENTS
- *M.Ed.* 38-39
- *M.Ed. for Special Purposes* 39-40
- *M.A.* 40-41
- *Ed.D.* 42-43
- *Ph.D.* 43-45

DOCTOR OF EDUCATION 42-43

DOCTOR OF PHILOSOPHY 43-45

DUAL REGISTRATION 19

EARLY CHILDHOOD EDUCATION FOCUS (*see also* APPLIED PSYCHOLOGY *and* CURRICULUM) 34

EDUCATIONAL ADMINISTRATION, DEPARTMENT OF
- Admission requirements 101-105
- Courses 105-110
- Off-campus courses 103
- Programs 101-105
- Staff 100-101
- *Certificate Program in School Management* 101-102
- *M.Ed.* 102-103
- *Ed.D.* 103-104
- *M.A.–Ph.D.* 104-105

EDUCATIONAL INFORMATION SYSTEM FOR ONTARIO (EISO) 25

EDUCATIONAL POLICY STUDIES FOCUS 34

EDUCATIONAL PLANNING, DEPARTMENT OF
- Admission requirements 112-113
- Courses 113-119
- Programs 112-113
- Staff 111-112
- *M.Ed.* 112
- *M.A.* 112
- *Ed.D.* 112-113
- *Ph.D.* 113

EDUCATIONAL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY

EMERGENCY STUDENT LOANS 24

ENGLISH LANGUAGE TESTS 16

EXAMINATIONS AND GRADES 17-18

FACULTY 169-174

FAMILY STUDIES AND EDUCATION FOCUS 35

FEES 19-22
- Dual registration fee for M.A. and Ph.D. candidates 19
- Full-time students: M.Ed., M.A., Ed.D., and Ph.D. 21
- Late payment fee 20
- Part-time students 21

Rebate of fees 22
Re-registration fee for M.A., Ed.D., and Ph.D. candidates 19-20
Re-registration fee for M.Ed. candidates 20
Students' Administrative Council fee 22
Summer Session students 20
FELLOWSHIPS 22-24
FIELD DEVELOPMENT 13-14
FINANCIAL AWARDS 22-24
FOCUSES, INTERDISCIPLINARY 31-38
FOREIGN STUDENTS 28-29
FRANCO-ONTARIAN STUDIES 15
FULL-TIME STUDY: DEFINITION 45
GENERAL INFORMATION 10-29
GOVERNORS, BOARD OF 5-6
GRADES 17-18
GRADUATE RECORD EXAMINATIONS 16-17
GRADUATE STUDENTS' ASSOCIATION 28-29
GUIDANCE AND COUNSELLING; *see* APPLIED PSYCHOLOGY
HART HOUSE 27
HEALTH SERVICES 27-28
HIGHER EDUCATION GROUP
  Admission requirements 121-123
  Courses 123-125
  Programs 121-123
  Staff 120-121
  M.Ed. 122
  M.A. 122
  Ed.D. 122
  Ph.D. 122
HISTORY AND PHILOSOPHY OF EDUCATION, DEPARTMENT OF
  Admission requirements 127-129
  Courses 129-138
  Programs 127-129
  Staff 126-127
  M.Ed. with specialization in History and/or Philosophy of Education 127-128
  M.A. with specialization in History and/or Philosophy of Education 128
  Ed.D. with specialization in History and/or Philosophy of Education 128-129
  Ph.D. with specialization in History and/or Philosophy of Education 129
INDIVIDUAL READING AND RESEARCH COURSES 31
INDIVIDUALIZED PROGRAMS AND INTERDISCIPLINARY FOCUSES 31-39
INQUIRIES, GENERAL 10-12
INSTRUCTIONAL/EDUCATIONAL TECHNOLOGY FOCUS 35-36
INTERDEPARTMENTAL PROGRAMS 38-39
INTERDISCIPLINARY FOCUSES 31-38
INTERNATIONAL, COMPARATIVE, AND DEVELOPMENT STUDIES IN EDUCATION FOCUS 33-34
INTERNATIONAL STUDENT CENTRE 28
INTERNATIONAL STUDENTS 28
INTERNATIONAL STUDENTS' ASSOCIATION, OISE 28-29
KNOWLEDGE, FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF 35
LANGUAGE: LINGUISTICS, SECOND-LANGUAGE LEARNING; *see* MODERN LANGUAGE CENTRE
LIBRARY 24-25
LIVING ACCOMMODATION 26-27
MASTER OF ARTS 40-41
MASTER OF EDUCATION 38-40
MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS, DEPARTMENT OF
  Admission requirements 140-142
  Courses 142-149
  Off-campus courses 141
  Programs in Measurement and Evaluation 140-141
  Programs in Computer Applications 141
  Staff 139-140
MEDIA SERVICES; *see* AUDIOVISUAL EQUIPMENT
MEDICAL SERVICES; *see* HEALTH SERVICES
MIDNORTHERN CENTRE 14
MIDWESTERN CENTRE 14
MILLER ANALOGIES TEST 16

MODERN LANGUAGE CENTRE 87
MORAL/VALUES EDUCATION FOCUS 36
MULTICULTURAL EDUCATION FOCUS (*see also* APPLIED PSYCHOLOGY) 36-37
NIAGARA CENTRE 14
NON-CREDIT SEMINARS AND CONFERENCES 15-16
NORTHEASTERN CENTRE 14
NORTHWESTERN CENTRE 14
OFF-CAMPUS COURSES 13
  Adult Education 49
  Curriculum 84
  Educational Administration 103
  Measurement, Evaluation, and Computer Applications 141
  Sociology in Education 152
OISE CAREER SERVICES 26
OTTAWA VALLEY CENTRE 14
OVERSEAS STUDENTS 28
PART-TIME STUDY 11-12
PHILOSOPHY OF EDUCATION; *see* HISTORY AND PHILOSOPHY OF EDUCATION
PLANNING; *see* EDUCATIONAL PLANNING
POLICY STUDIES, FOCUS ON EDUCATIONAL 34
POLITICAL ORGANIZATION OF KNOWLEDGE, FOCUS ON EDUCATION AND THE SOCIAL AND 35
PREPARATORY READING, SUMMER SESSION 12
PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
PUBLICATION DIVISION 25-26
QUALIFYING RESEARCH PAPER 42
REGIONAL FIELD CENTRE ADDRESSES; *see* FIELD DEVELOPMENT
REGISTRATION 12
RELIGIOUS EDUCATION FOCUS 37
RESEARCH AND DEVELOPMENT STUDIES 14-15
RESIDENCE FACILITIES 27
SCHOLARSHIPS 22-24
SCHOOL CONSULTANT; *see* APPLIED PSYCHOLOGY
SCHOOL PSYCHOLOGY; *see* APPLIED PSYCHOLOGY
SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE, FOCUS ON EDUCATION AND 35
SOCIOLOGY IN EDUCATION, DEPARTMENT OF
  Admission requirements 151-152
  Courses 153-160
  Focus on Applied Sociology and Policy Studies in Education 151
  Focus on Dialectical Materialism and Education 151
  Focus on Education and the Social and Political Organization of Knowledge 35, 151-152
  Focus on Women's Studies, Gender Relations, and Education 152
  Off-campus courses 152
  Programs 151-152
  Staff 150-151
SPECIAL EDUCATION, DEPARTMENT OF
  Admission requirements 162-164
  Courses 164-168
  Programs 162-164
  Staff 161-162
  M.Ed. 162-163
  M.A. 163
  Ed.D. 163-164
  Ph.D. 164
SPECIAL PURPOSES M.ED. 39-40
SPECIAL STUDENTS 45
SPECIALIZATION IN STAFF TRAINING AND DEVELOPMENT – DEVELOPING HUMAN RESOURCES; *see* ADULT EDUCATION
STAFF, ACADEMIC 169-174
STUDENT FINANCIAL AWARDS 22-24
SUMMER SESSION 12
TECHNOLOGY, INSTRUCTIONAL/EDUCATIONAL FOCUS 35-36
TRANSCRIPTS 18
TRENT VALLEY CENTRE 14
TUITION FEES; *see* FEES
VALUES/MORAL EDUCATION FOCUS 36
WESTERN ONTARIO CENTRE 15
WOMEN'S STUDIES AND EDUCATION FOCUS 37-38

374004

DEPARTMENTS' FLOOR LOCATIONS

Adult Education, *7*
Applied Psychology, *9*
Curriculum, *10*
Educational Administration, *7*
Educational Planning, *6*
Higher Education, *9*
History and Philosophy of Education, *8*
Measurement, Evaluation,
  and Computer Applications (MECA), *8*
Sociology in Education, *6*
Special Education, *4*

INQUIRIES

Please address inquiries concerning graduate studies in education to:

Coordinator of Graduate Studies
The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

[illegible]